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ABSTRACT

This guide contains the materials needed to conduct a 3-day workshop that is part of a program to train Quinsigamond Community College (QCC) staff to deliver on-site workplace education (WE) programs. Presented first is an overview explaining the orientation program's agency-based, site-specific, and subject-specific components. The next three sections contain outlines for conducting workshop sessions on the following topics: QCC's mission and role in the community, concepts of adult learning, guiding principles of WE, program development, roles/responsibilities of planning teams, training planning teams, functioning in a business setting, delivering WE instruction, analyzing basic skills, developing learning activities, and evaluating programs. Each session outline contains the following: time and materials required, objectives, and steps in conducting the session. The activities and materials planned for the site- and subject-specific components of the orientation, which have yet to be developed, are discussed. Appendixes contain the following: transparency masters and handouts containing information about QCC, adult learning, and topics taught in WE courses; and sample instructional materials for use in WE programs. Contains 33 references on adult learning. (MN)

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ED 377 386

The Commonwealth of Massachusetts

Department of Education

AGENCY AND PARTNERSHIP BASED ORIENTATION PROGRAM FOR WORKPLACE EDUCATORS

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Robert V. Antonucci
Commissioner

October, 1993

I am pleased to present this publication developed through our Massachusetts Workplace Education Initiative. This publication is part of a series of resources developed for and by workplace education practitioners in business, education, and labor partnerships funded through our Department's Workplace Literacy Program.

These resources are the result of our commitment to strengthening the capacity, knowledge base, and quality of the field and to provide much-needed and long-awaited information on highly-innovative and replicable practices. These resources also complement the curriculum framework of staff training and development initiatives that were successfully developed and piloted in conjunction with the field during the past fiscal year and represent an oustanding example of the Department's theme: " Working Together for Better Results."

We are confident that with this series of publications we have begun an exciting but challenging journey that will further support workplaces in their progression towards becoming high-performance work organizations.

Sincerely,

Robert V. Antonucci

Robert V. Antonucci
Commissioner of Education

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Barbara A. Macaulay, Kathleen Rentsch, Ruth Schwendeman, Joyce Jackson

Massachusetts Workplace Education Initiative. System for Adult Basic Education Support, QCC

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COMPONENT ONE

INTRODUCTION

This agency-based staff development orientation training represents a pilot staff development opportunity for Quinsigamond Community College staff. It is one component of an agency-based orientation and staff development program which also includes a partnership/company specific component and a subject specific workshop component. This component was designed for workplace education instructors and site-coordinators as pre-service or in-service training. The Quinsigamond Community College Workplace Education Program currently employs 36 staff who teach in fifteen programs ranging in size from a single class to as many as sixteen classes. At each site, instruction in ESL, reading/writing skills, or basic math/technical/blueprint reading is scheduled across three shifts in order to meet the needs of the workforce. The goal of this orientation is to expose our staff members to the components of workplace education programs, strategies for curriculum design, and current business management concepts (i.e. team based management, total quality management, statistical process control, etc.), so that they may serve in such programs as confident instructors and professional representatives of the College in the community. This orientation reflects the sum of our learning about workplace education from our six years of involvement in the field. It is derived from an on-going need to bring adult educators hired into the program up to date on the specifics of teaching in workplace settings.

BACKGROUND

Our continued workplace experience has allowed us to create and test a variety of approaches to program design and development and to share our experiences with other education providers state-wide. The foundation of our orientation has been research in adult learning, namely, Malcolm Knowles and his concept of of andragogy, and Stephen Brookfield, and his ideas for facilitating adult learning. Additionally, our guiding principles for program partnership development have been influenced by the research of Elsa Auerbach and Sysan Lytle in the area of learner-centeredness, Thomas Sticht in assessment and curriculum development, and the American Society of Training and Development and U.S. Department of Labor publications for perspectives on what the business and labor communities regard as basic skills necessary for a productive workforce. And finally, we have been fortunate to have the direct assistance of Barbara Macaulay, Associate Dean of the Center for Lifelong Learning here at QCC, who is presently completing her doctoral studies in adult education at Columbia University.

Quinsigamond's commitment to on-going professional development and training for all staff will permit us to implement the second component of this training plan: a series of two- hour in-depth workshops by experienced trainers in selected areas such as total quality management, ISO 9000, statistical process control, and methods for development and use of work-related materials for the classroom. A third piece to this training is the implementation of a work-site orientation plan for teacher, to be presented

jointly by the respective companies and QCC.

Our staff orientation had its trial run in June of this year. It was offered on three consecutive Wednesday nights for current, experienced staff members of the workplace education initiative. Since this was not an audience of novice teachers, we were able to move more quickly through the training than perhaps another agency may be able to do. In our case, we do not ever expect to have a group for inexperienced staff all beginning in sites at the same time, thus the pilot group may, in fact, be representative of future trainees. This group had experience ranging from several years in instructional positions to those who are presently site-coordinators, and consequently, did not have to imagine a workplace site but rather could call to mind their own sites and experiences in participatory exercises of the training. Each session lasted 3.5 hours, yet time seemed cramped. We intend to explore the possibility of four hour sessions, perhaps on Saturday mornings, to alleviate the fatigue factor of long trainings after normal work hours.

REFLECTIONS

In piloting the orientation, we have learned that our first segment on the Mission and Role of the Community College, the Principles of Adult Learning, and the Guiding Principles of Quinsigamond Community College Workplace Education Programs, while integral to our training, in terms of establishing the efforts of the community college to reach out to the entire community, might be adjusted or abbreviated by another agency as it defines the foundations of its own program. Another agency may wish to separate this phase of the orientation from the more specific workplace education aspects which follow in the next two sessions. This is entirely possible without jeopardizing the integrity of the remainder of the work, although we do recommend this segment of adult learning theory as a necessary and sound beginning for all new practitioners.

After six years of experience with workplace education programs in a variety of settings ranging from manufacturing facilities, both large and small, to service sector settings, such as hospitals and the Department of Public Works, we have arrived at the conclusion that the establishment of a Planning Team, which functions as the decision making body on all programmatic concerns, is a best practice for maintaining a sound program. For this reason, we have devoted considerable time to the topic of Planning Teams in order to relate our experiences and to establish a framework for the remainder of the training. The segment on Educating the Planning Team was comprehensive and worked quite well. The participants seemed to gain new insight into exactly what Planning Teams do, how they function, how to help them focus on what needs to be to accomplished. Participants commented afterwards that they had a better understanding of the partnership aspects of our workplace education programs.

In using a case study approach in the orientation, we found that this method cannot be dealt with hurriedly. Most participants needed and wanted more time than was allocated to discuss the salient and the more obscure points of each case. They wanted

to share their own experiences in relation to the case studies. Use of this vehicle employing a group analytical technique is both engaging and educational and gives trainees some insight into situations which they may not have previously encountered but which may arise in their workplace settings. In the interest of time and completeness we feel that limiting the case studies to only one, or a few very short studies where the problems are not complex would permit more discussion. In 20/20 hindsight, we find we allocated insufficient time for all of the discussion participants wanted to bring to the topics. The Notes to the Trainer will reflect this and will suggest adjustments.

Additionally, the case study exercises demonstrated to us that we had failed to give participants a careful definition of the role of the site-coordinator in our programs. Consequently, in analyzing the case problems virtually all of the trainees sought solutions that they could carry out without the assistance of the site-coordinator. While such independence may be fruitful in some teaching situations, we have found that team problem solving is a much more productive approach for our programs. This has led us to re-write this piece. We intend to give additional clarification to the role of site-coordinator as a vital member of the workplace education program team.

The segment on Day Two: "The ESL Learner," has forced us to re-examine our stance regarding the use and assignment of ability levels (i.e. comparison of adult learner abilities to K-12 grade level or other arbitrary scales) in our programs. During the summer of 1991 members of the QCC Workplace Ed staff were involved in a Portfolio Assessment project under the direction of Katherine German, a project consultant with Development Institute of Boston. The project produced an assessment framework and a portfolio of assessment instruments for use by Quinsigamond Community College's Workplace Ed staff. Despite our work in the area of assessment, we have not been able to come to a concensus within our own department regarding the advisability of employing any reference at all to such levels, either with our company partners or instructors. Essentially, our reservations on the subject stem from a reluctance to pigeon-hole any learners. The danger of such categorizing lies in the distinct possibility that company partners may incorporate this information into the promotional considerations of their employees, no matter what reservations we as educators may express regarding this practice. The sometimes vast differences in assumptions about learning between businesses and educators has caused us to do some soul searching on this subject and to eliminate, for the time being, any training or other information-sharing regarding standardized grade or performance levels. We will continue to pursue this issue and, for now, regard it as a work-in-progress.

In session three of the Orientation, the Basic Skills Analysis segment proved to be most worthwhile and helped us in our encouragement of teachers to USE this document in conjunction with the Workplace Education Duties and Competencies Document, as a baseline document for developing contextualized curriculum materials for each of their sites. After spending this time describing to participants the process of conducting a Basic Skills Analysis (BSA), we feel even more strongly than ever that every teacher needs to take part in such an analysis, which has not previously happened

at all of our sites. It is our intent to allocate sufficient start-up time for projects in order for instructors to be involved in the analysis and formulation of the BSA. This will ensure that they have a workable understanding of the company's processes and the work that their learners actually do on-the-job. The related segment on Materials Development provided participants with a "broad-brush" overview of a subject near and dear to most new workplace education instructors' hearts, as it is the creative side of their jobs and one which can be seen as quite daunting. The monthly sessions which will follow the initial orientation address the specific materials development topics in a "how to" fashion. We expect and hope to see enormous improvement in the work-related curriculum materials as a result of the additional workshops.

OVERVIEW

ORIENTATION FOR WORKPLACE EDUCATION STAFF: TRAINING GUIDE

This training guide was developed to aid presenters in delivering the Orientation for Workplace Education Staff.

The first phase of the Orientation can be delivered in 10-12+ hours depending upon the number of segments being offered, the group site, and the adaptations made by the individual agency offering the training. It has been designed to address topics which will provide workplace education instructors with the knowledge and skills necessary to develop quality programs in workplace settings.

The sessions presented in our pilot training represent an orientation which was delivered over a 3-day period. The additional workshops in the second phase of the Orientation (Component 2) are to be delivered in two hour sessions, once a month over the course of a year.

The company (site) orientation (Component 3) is to be delivered in a single session of 2-3 hours at specific companies (workplace sites).

The training Guide is organized to include notes to the trainer preceding each session, which should clarify any adaptations which need to be made in order to tailor this training to individual agencies.

The order of sessions presented in the guide is as follows:

DAY 1

6:00 - 9:30 p.m. - 3 HOURS, 30 MINUTES

Quinsigamond Community College: Its Mission and Role within the Community

Principles of Adult Learning

Break

Guiding Principles of QCC Workplace Education Programs

Wrap-up and Evaluation

DAY 2

6:00 - 9:30 p.m. - 3 HOURS, 30 MINUTES

Introduction to Program Development

Planning Teams: Roles and Responsibilities

Education the Planning Team: Framework for discussing basic skills competencies

Break

Functioning in the Business Setting

The Workplace Education Instructor

Wrap-up and Evaluation

DAY 3

6:00 - 9:30 p.m. - 3 HOURS, 30 MINUTES

The Basic Skills Analysis

Developing Learning Activities

Break

Program Evaluation

Culminating Activity

Wrap-up/Evaluation

QUINSIGAMOND COMMUNITY COLLEGE

AGENCY-BASED WORKPLACE EDUCATION PROGRAM ORIENTATION

SESSIONS

DAY 1

NOTES TO THE TRAINER:

DAY 1

The Mission and Role piece and the Concepts of Adult Learning materials may be delivered separately from the rest of the training, thus reducing the training time by 3.5 hours for agencies under training time constraints.

MISSION and ROLE WITHIN THE COMMUNITY

The materials contained herein are specific to Quinsigamond Community College and should be replaced by those of the presenting agency.

CONCEPTS OF ADULT LEARNING

This segment, while considered of utmost importance to new workplace education instructors, could be delivered as a "stand alone" session or may be addressed in a bibliography of required preparatory readings.

THE GUIDING PRINCIPLES are our mission statement and are essential underpin nings to Quinsigamond's quality program planning. They may be adopted or adapted to fit the individual training.

QUINSIGAMOND COMMUNITY COLLEGE: ITS MISSION & ROLE WITHIN THE COMMUNITY

TIME: 30 minutes

MATERIALS:

1. Handout and Transparency: "Brief History of Quinsigamond Community College" (*Appendix*)
2. Handout and Transparency: "Quinsigamond Community College Mission Statement" (*Appendix*)
3. Handout and Transparency: "Quinsigamond Community College Organization Chart" (*Appendix*)
   a) Academic Affairs
   b) Center for Lifelong Learning
   c) Comprehensive Adult Basic Education Services within Center for Lifelong Learning

OBJECTIVES: This session will help participants to:

* Build an understanding of the mission of the community college and the role of workplace education within that mission.
* Understand that education can serve other than traditional academic purposes.
* Understand the purpose of workplace education within the broad context of higher education.

STEP 1: **Framing:** Explain that you would like to present an overview of the mission role of workplace education within the framework of higher education, and especially within the context of the community college.

STEP 2: Place transparency **"History..."** on the overhead projector. Hand out copies of same. Discuss each of the items in the summary; highlight major points or important details which support the outline. Include time for discussion/questions.

STEP 3: Place transparency **"Mission..."** on the overhead projector. Hand out copies of same. Discuss each of the items in the summary; highlight major points or important details which support the outline. Include time for discussion/questions.

STEP 4: Place transparency "Organization Chart" on the overhead projector. Hand out copies of same; discuss each of the items in the chart; highlight major points or important details which support the chart. Include time for discussion/questions.

NOTES:

CONCEPTS OF ADULT LEARNING

TIME: 75 minutes

MATERIALS:
1. Handout for small group activity: "Opening Exercise" (*Appendix)*
2. Handout and transparency: "Adult Learning "Theories" " (*Appendix)*
3. Handout and transparency: "Analysis of Adult Learning Theories" (*Appendix)*

OBJECTIVES: This session will help participants:

* See themselves as "learners" in the teaching process.
* Recognize that empowerment is a valued outcome of adult learning.
* Develop a respect for the skills both instructors and learners bring to a learning situation.
* Establish a framework for analysis of adult learning theory and practice.

STEP 1: **Experiential exercise:**
Framing: Explain the purpose of this activity is to give participants a chance to see themselves as learners, and to analyze their own experience of best and worst learning situations.

Divide participants into groups of three or four. Give each group a copy of the "Opening Exercise": handout. Give each group 20 minutes to respond to the two questions.

STEP 2: Bring whole group together again. Ask each group to give a quick summary of their responses. Write these responses on pre-prepared newsprint (organized by questions on handout).

STEP 3: Then, look at the completed lists. Compare. Discuss differences. To conclude this section, ask whole group for any conclusions about adult learning from the point of view of the learner.

STEP 4: **Concepts of Adult Learning:** Provide introduction and rationale for this activity. This activity is intended to provide a framework for understanding adult learning in a theoretical context. Such a concept, hopefully, assists participants in examining their practive of adult education.

Give participants handout "Adult Learning 'Theories'." Explain that you will be summarizing the current "theories" related to adult education. Place each page of the handout/transparency on the overhead. Discuss each item; highlight major points or important details which support the material. Include time for discussion/questions.

STEP 5: **Analysis of Adult Learning Theories:** Provide rationale for this activity. Explain that such analysis provides for examination of current thinking in the field and also encourages participants to analyze other adult learning material.

Give participants handout "Analysis of Adult Learning Theories." Place each page of the handout/transparency on the overhead. Discuss each item; highlight major points or important details which support the material. Include time for discussion/questions.

NOTES:

GUIDING PRINCIPLES OF WORKPLACE EDUCATION

TIME: 60 minutes

MATERIALS: 1. Handout: "Guiding Principles for Workplace Education Program" *(Appendix)*

OBJECTIVES: This session will help participants:

* Establish the Guiding Principles as the framework for all workplace education program design, delivery and evaluation at Quinsigamond Community College.
* Analyze their own programs in relation to the Guiding Principles.
* Determine whether the Principles should be expanded based on their discussions.

STEP 1: **Framing:** Distribute handout: "Guiding Principles for Workplace Education Programs." Explain that these principles are used to form and guide each program at QCC. Say that in this session the group will review the Principles from three vantage points: Teaching and Learning, Program Development, and Partnership as they relate to their own programs.

Note that they will also decide whether other characteristics might need to be added to the document.

STEP 2: Divide participants into three groups. Give each group one of the three worksheets: Teaching/Learning, Program Development, Partnership. Ask them to follow the instructions on the sheet. Give them 20 minutes to complete the activity. They should choose a recorder and spokesperson for the group. Responses should be recorded on newsprint.

STEP 3: Bring the whole group together again. Ask the spokesperson to identify which worksheet was used, and the programs represented by the group. Have the three recorders share their findings.

Ask the group as a whole to analyze the data and identify any similarities or differences.

Ask them whether they feel additional items need to be added to the Guiding Principles document.

STEP 4: In preparation for Day Two, distribute handouts from next session as homework: "Sample Program Proposal" and Workplace Education Job Descriptions: instructor and site-coordinator. *(Appendix)*

NOTES:

DAY 2

NOTES TO THE TRAINER:

DAY 2

INTRODUCTION TO PROGRAM DEVELOPMENT

It may be more relevant to use proposals from a company with whom your own agency has been involved.

Job descriptions should be substituted by your own.

Use one public and one private contract in order to differentiate any programmatic requirements therein.

ROLES AND RESPONSIBILITIES OF THE PLANNING TEAM

Our experience has led us to building strong planning teams. We have learned that this is integral to sustaining interest and support for instructional programs. This segment can't be overemphasized.

EDUCATING THE PLANNING TEAM

Don't assume that either the company or the instructors can understand programmatic decisions unless some orientation takes place. Strong planning teams are developed through their ongoing education.

LITERACY DEFINITION

We used the BCEL definition. However, the National Council on Literacy may have another more comprehensive definition in the report on literacy among American workers.

DACUM CHART OF COMPETENCIES

This was adapted by the Quinsigamond staff based upon the model developed at the National Center for Research in Vocational Education at Ohio State University and cited in the American Society for Training and Development publication, Workplace Basics Training Manual. We use this guide in both program planning where company teams prioritize skills to be addressed in the instruction as well as in curriculum development by instructional staff.

FUNCTIONING IN BUSINESS SETTINGS

Beware of time in discussions of the case studies. You may want to monitor this carefully so as not to run over.

Case studies should be created so that they are related to own program experiences.

DAY TWO

INTRODUCTION TO PROGRAM DEVELOPMENT

TIME: 10 minutes

MATERIALS: Handout: "Sample Program Proposals"
- homework from Day One

OBJECTIVES: This session will help participants to:

* Understand the process for the development of workplace education partnerships.
* Understand the expectations of all parties involved in the partnership.

STEP 1: **Framing:** Explain that you would like to explain the process of building a workplace education partnership, and the roles of the individuals involved in such a partnership.

STEP 2: For this session, ask participants to refer to the handout they received from Day One: "Sample Program Proposal." Say that you will briefly highlight and explain the major points covered in the proposal. Discuss these points:

a) the sample they see is the basic format used for all proposals; it, along with QCC mission and principles reviewed in Day One, reflects several years of experience in workplace education programs

b) companies are identified for programs in two basic ways: either they approach QCC directly, or via some reference; or they are approached as a prospective company within a target group identified in a grant proposal

c) involvement of participants should be voluntary

d) the program is viewed as a partnership with shared responsibility between the company and the learning provider

e) instruction will be based, where possible, on a functional context approach to basic skills learning

f) that an extensive analysis of basic skills required for the job and a pre-instructional learner assessment be conducted for each company

g) that program assessment, evaluation, and reporting of same is an integral part of the project

STEP 3: Conclude the session by explaining that this review of this document sets the stage for subsequent sessions which examine, in depth, many of the items referred to in the proposal.

NOTES:

PLANNING TEAMS: ROLES & RESPONSIBILITIES

TIME: 35 minutes

MATERIALS:

1. Handout and transparency: "Diagram of a Planning Team" (*Appendix*)
2. Handout and transparency: "Chart of Immediate Tasks" (*Appendix)*
3. Replicas of recruitment posters or flyers (*Appendix)* posted on wall prior to session
4. Handout and transparency: "Workplace-related Measures of Language Proficiency" (*Appendix*)
5. Handout from Day One: Job Description of Site Coordinator

OBJECTIVES: This session will help participants to:

* Understand why a planning team is necessary.
* Understand the makeup of a planning team.
* Understand the roles and responsibilities of the members of the planning team.
* Understand the link of the site coordinator between the company and program.

STEP 1: **Framing:** Explain to participants that it is important to the success of the program that all members of the workforce involved in the program be represented. Note that this helps to promote company wide support for the project. Also note that the planning team serves to support and balance the interests of management, worker/learners and the education provider.

STEP 2: Give participants handout #1, "Diagram of a Planning Team." Place the transparency of the handout on the overhead. Discuss what a planning team is, who is on the team, and how they vary from company to company. Include time for discussion/questions.

STEP 3: To conclude the portion of the activity, ask participants to reflect on their own experiences with planning teams. Specifically ask them to relate how planning team decisions impact their program.

STEP 4: Give participants handout #2, "Chart of Immediate Tasks." Place the transparency on the overhead. Introduce this activity by noting that planning teams need to be clear on the functions that they must perform. Discuss each of the functions mentioned in the handout. Include these major points and details:

a) dissemination of program objectives - team must be instrumental in development of company-wide interest, awareness and support for program

b) recruitment - team must offer guidelines for and promote recruitment efforts: (refer to recruitment posters and flyers mounted in wall for examples of recruitment publicity; note outreach must be multilingual if the program will involve English-as-a-Second-Language learners)

c) development of assessment procedures - team must help plan and support procedures for assessment of basic skills of incoming learners

d) basic skills analysis - team must understand, support and help facilitate analysis of basic skills required for successful performance of job tasks of target population

e) setting goals - team must understand purpose of goal setting, and the importance of the need to address both company and learner needs

f) curriculum input - team must determine what is to be taught, and must understand the concept of contextualized curriculum based on the use of work-related materials in the classroom

g) evaluation - team must determine ways to evaluate whether progress has been made

STEP 5: Give participants handout #4, Workplace-related Measures of Proficiency." Place transparency of same on the overhead. Explain that the items on transparency and handout are behaviors which supervisors may be able to observe as changes as a result of ESL study. Note also that these indicators also serve as a means for reporting learner progress as well as program effectiveness. Say that they are usually developed by the team.

STEP 6: Share with the group that the planning team serves to balance the interests of all parties. Also mention that it is critical that planning team members see that the company, learners, and learning providers should be viewed as equal members of the partnership.

STEP 7: To conclude this session, ask participants to review the site coordinator job description. Ask them to share with you their observations about the role of the site coordinator in relation to the company's goals and their own jobs as instructors.

NOTES:

EDUCATING THE PLANNING TEAM: A FRAMEWORK FOR DISCUSSING BASIC SKILLS COMPETENCIES

TIME: 45 minutes

MATERIALS:

1. Transparency: "Definition of Literacy" (*Appendix*)
2. Transparency and Handout: "Workplace Education: Duties and Competencies" (DACUM Chart)" *(Appendix)*
3. Handout and Pre-Prepared Newsprint: "What the Planning Team Should Know..." (*Appendix)*
4. Transparency and Handout: Schematic on Language Learning"
5. Handout: "QCC Workplace Education Basic Skills (Competencies for ESL Learners," (*Appendix*)
6. Trainer's Notes: Conditions Affecting Level Gain" (*Appendix*)

OBJECTIVES: This session will help participants to:

* Recognize that planning teams and program staff need to have a common language framework for the discussion of workplace education programs and learners.

* Be aware of the definition of literacy and basic skills as adopted by Quinsigamond Community College Workplace Education Partnerships.

* Identify the affective characteristics of basic skills learners a planning team should understand in order to effectively plan and evaluate workplace education programs.

* Summarize the language acquisition learning process planning teams should understand in order to effectively plan and evaluate English as a Second Language workplace education programs.

* Understand common inhibitions to language learning planning teams should understand in order to effectively plan and evaluate English as a Second Language workplace education programs.

STEP 1: **Framing:** Explain that planning teams represent a wide range of individuals, including management, supervisory staff, workers/ learners, and education providers. Note that it is essential for team members to share in planning discussions and develop program goals. Say that it is important, therefore, for team members to be aware of:

- the meaning of literacy,
- workplace basic skills as defined by Quinsigamond Community College
- the importance of recognizing the affective characteristics of basic skills learners,
- the process of second language acquisition.

STEP 2: *Definition of Literacy:*

Place transparency "Definition of Literacy: on the overhead projector. Read the paragraph aloud. Explain that Quinsigamond Community College has adopted this definition because it is not seen as exclusionary; and that it defines literacy in the context of the learner, not as some arbitrary set of standards.

STEP 3: *Definition of Workplace Basic Skills:*

Place transparency "Workplace Education, Duties and Competencies" (*Appendix*) on overhead and give participants handout of same. Ask participants to take a minute to read over the materials.

Say that the handout was part of a larger project in assessment (see footnote and accompanying materials in (*Appendix)*, but out of that project came this basic skills matrix. Tell them that it is based on a model developed by the American Society for Training and Development.

Explain that Quinsigamond Community College views basic skills in the workplace as being wide-ranging; with reading, writing, speaking, computing and problem solving as only part of the picture. Point out that we feel that there are several other essential basic skills necessary for successful functioning on the job and in society. Say that this summary of work-related basic skills is shared with planning teams as a means for defining basic skills in the workplace.

Ask participants to examine the various subtexts from the chart, and share any instances from their teaching where the "non-academic" job-related basic skills have become part of their instructional goals, whether they formally or informally planned for them.

STEP 4: *Affective Characteristics of Basic Skills Learners:*

Explain that, as stated before, Quinsigamond Community College views the learner as an equal partner in the learning process. Say that affective learner characteristics such as self-esteem, self-assessment of learning abilities, goals and individual learning pace are important factors in the success of a workplace education program.

Explain that you would like the group to analyze what they've learned and know about adult learners. Say that you would like them to come up with some affective characteristics of adult learners that would be important for a planning team to know.

Display the pre-prepared flip chart "What the Planning Team Should Know...." Explain that this activity is designed for participants to summarize essential affective characteristics of adult learners.

Work on the first item as a whole group ("What the planning team should know about the issues of dignity and self-esteem...") Jot down words or phrases relating to the topic, such as:

- Adults want to preserve their dignity while risking failure at something new--
- Adults in basic skills classes may be entering with a low sense of self-esteem regarding success in "school"

Divide participants into pairs or groups of three. Give each group a copy of the "What the Planning Team Should Know..." handout. Ask them to take about 15 minutes to complete the form.

Bring the group together again. Complete the newsprint form by asking groups for responses to each item. Ask participants to strike any redundant responses from their lists as reporting continues. (If time is short here, you may do this activity as a whole group, without the use of the worksheets.)

To conclude this section of the activity, ask if there are any themes or broad conclusions to be drawn from the "data" gathered. Ask participants what appear to be the most important issues to be shared with the planning team.

STEP 5: Second Language Acquisition:

Introduce this section of the session by explaining that frequently members of the planning team have limited basic knowledge about language learning in adults. Say that it is important for the planning team to know that language learning is a developmental, incremental process, but is one which follows a fairly identifiable pattern.

Place transparency "Schematic on Second Language Learning" on transparency. Explain each of the steps on the schematic: input, translation to language one, ideation, translation, response.

STEP 6: Give participants copies of handout "QCC Workplace Education Basic Skills Competencies for ESL Learners." Ask them to spend a few minutes looking over the handout.

Explain that it is useful for the planning team to know how these stages of language learning develop in relation to progress in an ESL class at work. Say that this handout follows the plan of the chart of "Workplace Education: Duties and Competencies" which encompasses not only academic skills but the other basic skills as well.

Tell participants that the outline gives planning team members a picture of the language learning stages they can expect from workplace ESL learners.

Ask participants to analyze how this document would be useful to them as instructors. (They should respond with some variation on the theme that it gives them a sequential set of competencies which can serve as instructional goals.).

STEP 7: **Inhibitions to Language Acquisition:**

Place transparency, "Conditions Affecting Language Acquistion" on overhead

Explain to participants that it is also important for the planning team to know that certain factors can inhibit the progress of language acquisition. Say that expectations for the speed of language learning need to be tempered by an awareness of possible barriers affecting such progress.

Draw a centered vertical line down a piece of newsprint. Label one side "Program-Related Conditions" and the other side "Student-Related Conditions." (This may be pre-prepared.)

Ask the group to think of items which would go on each side of the chart. Typical responses might include:

Program-Related	***Student-Related***
class size	age
class composition	education
number of hours of instruction	native language
	native language literacy
	motivation
	health
	attendance pattern
	use of English outside of class

STEP 8: Ask participants to brainstorm any other general factors which might affect learning progress, any personal concerns learners may come with to the class i.e. stress of functioning in a new culture, fear of making mistakes, negative learning experiences, or rate of learning. Record this on a separate piece of newsprint.

Finally, ask participants what tips they might give to supervisors to help promote the use of new language skills on the job. Record on the newsprint above. Label this section "Tips for Supervisors."

NOTES:

FUNCTIONING IN THE BUSINESS SETTING

TIME: 40 minutes

MATERIALS:

1. One detailed case study outlining a potential problem situation which may arise in a workplace education program, OR
2. Several short case studies reflecting a selection of problems which may arise in a workplace setting (*Appendix*)
3. Newsprint and Markers

OBJECTIVES: This session will help participants to:

* Identify factors that shape and impact the progress of a work place education program.
* Recognize the differences and similarities of different workplace education settings.
* Understand and examine the roles of and relationships of the workplace education staff.
* Problem-solve using workplace education case studies.

STEP 1: **Framing:** Explain to participants that, as they may already know, teaching in a workplace setting can be very different from teaching in a more traditional education environment. Say that the purpose of this session is for participants to analyze that experience in a number of ways. Mention that you will be specifically examining the role of each member of the workplace education program team.

STEP 2: **Similarities and differences in various sites:** Explain to participants that you would like to ask them to examine the similarities and differences which occur from site to site in workplace education in order to get a broad picture of the learning environment.

Divide participants into group of 3-4. Ask them to spend 20 minutes describing their site and teaching situation to their fellow participants. Mention that they should include all facets of the setting, i.e. people, products and environments. (These should include all involved employees, learners, the planning team, workplace education staff, products made, classroom and site environment, etc.)

Give each group a piece of newsprint and a marker. Ask the group to select a recorder and reporter. Ask the groups to be prepared to give a quick overview of the sites represented. Ask them to also cite similarities and differences among the sites.

Closing discussion: Once each group has reported back, ask these questions:

- How does the variety of sites impact the role of workplace education instructor?
- How does the environment impact the learning process?
- What elements seem to be in place at every site?
- What elements are sometimes in place at each site?
- What elements must be in place for the program to function well?

(The purpose of this discussion is to point out to participants that workplace education is teaching that does not occur in a static environment, and that variation from site to site is a given. They should understand, however, that Quinsigamond consistently attempts to provide each site with a well-developed support system for the program.)

STEP 3: Problem solving at workplace education sites:

Explain that sometimes problems arise surrounding site-based basic skills instruction which would not usually occur in more traditional education settings. Tell participants that they will be looking at some typical kinds of situations which can arise where they work. Say that through the analysis of a case study, they can develop and practice some problem identification and problem solving strategies related to the task of teach ing in a workplace environment.

Divide the group into groups of 3-4. Hand out case study materials with instructions (see below). Allow for 20 minutes of discussion.

Bring the whole group back together. Ask each group to briefly summarize:

a) the setting of their case study,
b) the people involved,
c) the conflict involved,
d) the problem as the group saw it,
e) the recommended solution they devised.

Allow time for other groups to ask questions. If groups seem to leave out or misconstrue major points (such as the role of the site coordinator in the solution of the problem), facilitate the discussion where appropriate. (At Quinsigamond, we feel it is important that instructors understand that they need to work closely with their site coordinator regarding all facets of instruction.)

STEP 4: To conclude this activity, ask participants to briefly share any similar situations they have encountered themselves.

NOTES:

THE WORKPLACE EDUCATION INSTRUCTOR

TIME: 35 minutes

MATERIALS: 1. Handout: "Workplace Education Instructor" job description from homework Day One (*Appendix)*

OBJECTIVES: This session will help participants to:

- Identify the essential characteristics of a successful workplace education instructor.
- Explain how the job of a workplace education instructor can differ from that of one in a more traditional educational setting.
- Recognize and name problem characteristics in the performance of selected workplace education instructors.

STEP 1: **Framing**: Explain to participants that, just as the workplace education setting is a unique one, so is the individual who acts as instructor in this environment. Say that in this session they will determine the essential characteristics of a successful workplace instructor, and how the job of such an instructor is different from more traditional teaching assignments. Mention that they will also analyze the experience of two workplace education instructors with an eye toward identification of performance problems.

STEP 2: Ask participants to refer to their copy of the "Workplace Education Instructor" job description distributed on Day One.

Divide participants into pairs. Ask them to take a moment to scan the entire document. Tell participants that you would like them to look specifically at the ten items listed under the "Examples of Duties" section.

Ask participants to take 15 minutes to examine these duties, and identify all the skills, knowledge and attitudes required of instructors in order to carry out the duties as defined. (They may simply do this on scrap paper, or you could develop an optional worksheet for this activity). Mention that not every example may bear each of these elements, but what we are doing is trying to make a composite picture of who the workplace education instructor is.

Ask participants to report back to you, reading the items they uncovered. Divide a sheet of newsprint in "Skills", "Knowledge" and "Attitude" sections. Record their responses; make checks next to items repeated by different pairs.

Ask participants to examine your list and discuss the following:

- Do they see any trends in the "data?" Anything that stands out?
- What elements might make the profile of a workplace education teacher different from an instructor in a more traditional setting?

STEP 3: **Teacher/Teaching Issues Unique to the Workplace Education Teacher:**

Explain to participants that workplace education instruction has, like every other profession, specific problem situations related to instructors and instructing.

Say that you are going to read two very brief teaching scenarios to them. Ask participants to be prepared after each reading to analyze the problem presented, and to explain why they feel the actions of the individual involved in the scenarios were inappropriate. Leave time for continued discussion, if necessary.

NOTES:

DAY 3

NOTES TO THE TRAINER

DAY 3

Section One: The Basic Skills Analysis

The Basic Skills Analysis session covers step-by-step the specific workplace basic skills analysis method used by Quinsigamond. As in all parts of this training, the appendix materials relate to a range of companies with whom we have actually worked. These materials may be used for this training in your organization if you have not had extensive experience in doing the basic skills analysis, but we do suggest that you may want to gather your own set of documents which relate to companies with whom you have had specific program experience. In any event, we see the final basic skills analysis as a guide for development of program goals and the workplace curriculum. In other words, it is an essential working document for the project.

Section Two: Development of Learning Activities

This section offers the participant an introduction to the task that makes up much of the instructor's professional time. It provides an overview of ways to approach activities development and is intended to serve as a pre-cursor to a more in-depth methodology session offered in the third component of this training, a series of mini-courses on topics and methods related to workplace education. Again, the materials used are those drawn from workplace programs we have conducted over the years. We suggest that your first choice of materials be those gleaned from your own experience.

Section Three: Assessment

Our efforts in the area of learner assessment are part of a continuing work-in-progress. Over the years we have attempted to define how we view literacy, discover best methods for learner skills evaluation, and determine the best and most appropriate use of standardized tests in the workplace education setting. This section examines those issues in depth. However, the Quinsigamond philosophy certainly may not be the same as your organization, so you may need to adjust this session accordingly.

The assessment tool kit used is the product of a Quinsigamond sponsored assessment tool evaluation project. The plan was to assess not only evaluation tools developed specifically for Quinsgiamond workplace programs, but also to analyze standardized or other published materials for possible inclusion in our assessment tools repertoire. The kit is a useful collection of all those tools, and acts as a valuable resource for our workplace programs. Of course, you may want to omit this activity from your training if such similar materials are unavailable at your site.

Section Four: Program Evaluation

For several years, Quinsigamond has worked one-on-one with individual company partners to help define program progress. Recently, a draft document has been developed by the DOE with input from QCC which articulates a set of Quality Indicators for workplace education programs. We have included this draft in the training as our own guiding document for future program evaluation. However, you may want to include evaluation material which is more specific to your own organization goals and philosophy. Though not mentioned in the training, we have also begun using the SSPS software program (Statistical Package for Social Studies (SPSS, Inc.) to assist us in quantifying and presenting the evaluation data gathered from our partnerships.

DAY 3

THE BASIC SKILLS ANALYSIS

TIME: 45 minutes

MATERIALS:

1. Handout and Transparency: "Basic Skills Analysis Overview" (*Appendix*)
2. Optional: Samples of selected materials from an actual basic skills analysis: notes from a facilities tour, company printed material (*example in Appendix*)
3. Handout: "A Manufacturing Sector Basic Skills Analysis," and "A Service Sector Basic Skills Analysis" (*Appendix*)
4. Five (minimum) packets of basic skills analysis sample materials; each packet from a separate company, and should include examples of the following types of items: policy manuals, procedural documents, release forms, manufacturing order forms, assembly orders, weekly efficiency graphs, etc., or any other general materials used by prospective learners.
5. Handout: "Workplace Education: Duties and Competencies." *Note:* Participants should have this; it was used in a previous session of the training.
6. Newsprint, markers, tape.

OBJECTIVES: This session will help participants to:

* Understand the nature and significance of the basis skills analysis.
* Become familiar with the components of the basic skills analysis process.
* Practice one step of the basic skills analysis process.
* See the similarities and differences of basic skills needs from company to company.
* Analyze how the basic skills analysis assists in curriculum development.

STEP 1: **Framing:** Explain to participants that one of the major ways to uncover the basic skills needs of a company is to conduct a basic skills analysis. Say that it is an examination of the essential job competencies required by the worker to perform everyday work well. Note that information for the basic skills analysis comes from several sources, and the process itself has a number of steps.

Before proceeding with the next step, ask any of the participants to briefly share experience they might have had in the performance of a basic skills analysis.

STEP 2: **Basic Skills Analysis Process Overview.**
Give participants copies of the handout, "Basic Skills Analysis Process Overview." Place the transparency of this page on the overhead projector.

Following the transparency as a guide, discuss each item. Make sure to include the following points:

a) Interview: core team members to identify critical tasks of the jobs, i.e. supervisors or individuals designated as knowing well the jobs of prospective learners

b) Gather: work-related materials from supervisors and management

c) Ask: designated workers about their job processes

d) Explain: ask targeted workers to explain their job processes

e) Observe: on a tour of the workplace, watch jobs of targeted workers being performed

f) Take Notes: record from observations instances where instances of use of basic skills occur

g) Analyze: all collected materials and notes

h) Write: divide skills needed into categories, articulate evaluation of skills needed for targeted jobs

i) Submit: to planning team for clarification, additions, approval

j) Use: as basis for planning of context-specific curriculum and instruction

Optional extention to this segment: As you work through these items, share with the group examples of selected pieces, from a basic skills analysis, such as samples of printed material gathered from a company, or notes taken on a tour of the facility, if available. These may be passed around to the group; it is not necessary to distribute copies for each participant.

STEP 3: Give participants a copy of the completed basic skills analysis handout, "Manufacturing... Basic Skills Analysis, and Service Sector Basic Skills Analysis." Allow participants a few minutes to leaf through the document. Ask them to comment on its organization. They should notice that not only have the basic skills required on the job been outlined, but other items such as vocabulary lists, equipment used, have been included.

Ask participants to compare this handout with their copy of the chart, "Workplace Education, Duties and Competencies. (DACUM)". Ask them to describe the link between this document and the completed basic skills analysis. (They should say that the basic skills analysis is defined, generally, in terms of the workplace education document summarization of basic skills and duties.)

STEP 4: **Practice: Analysis of Work-Related Documents**

Divide participants into groups of three. Distribute the packets of work-related documents. Make sure everyone has their "Workplace... Competencies: handout in front of them.

Ask participants to take 20 minutes to examine the materials and uncover as many basic skills required for successful use of the materials by a worker. They should derfine the skills by referring to their "Competencies" handout.

Distribute newsprint and markers. Ask participants to label their sheet "Embedded Basic Skills." They should also include the name (this is a fictional name) of the company, and the product/service it provides. They should then list each of the skills they uncovered. Mention that they should not confine their efforts to uncovering only reading, writing or computation skills; they should include as many of the other skills that they can find based on the "Competencies" handout.

Ask participants to post their newsprint on the wall. Ask one representative from each group to share what they found. After all groups have presented, ask the whole group assess what the basic skills priorities of the company should be.

As a final discussion, ask participants to explain how the basic skills analysis serves as the major vehicle for the development of the workplace education curriculum. (They should note that it provides a specific

"snapshot" of the skills required for competency on the job. This summary forms the basis of what can/should be addressed in the classroom setting.)

NOTES:

DEVELOPMENT OF LEARNING ACTIVITIES

TIME: 30 minutes

MATERIALS:

1. Transparencies: "SOP Lesson" (adapted work-related document) (*Appendix*)
2. Packet of work-related documents from previous session
3. Newsprint, markers, tape

OBJECTIVES: This session will help participants to:

- Understand that the lesson design tasks of a workplace instructor are different from those of instructors in more traditional settings
- Understand the meaning of the "functional context approach" to workplace education instruction.
- Begin to design lessons using work-related documents.

STEP 1: **Framing:** Explain that a major portion of the instructor's time is, of course, spent in planning and designing lessons. Note that just as the description of the workplace instructor is different from that of a more traditional instructor, so are the lesson design tasks the instructor must complete.

Say that the workplace education program uses the "functional context approach" to teaching basic skills in the workplace classroom. This approach, based in part on the writings of Sticht, Mickulecky and others (see bibliography) promotes the idea that basic skills essential to the workplace will be more readily learned and applied if they are related to the job tasks of the learner.

Explain that this session will provide participants with a chance to work with some actual job-related materials, and to begin developing their own skills at adapting these materials for the classroom. Mention that this activity is only an introduction to workplace lesson development, and that separate training sessions on this topic will be offered at a later time as part of the overall workplace education teacher orientation program.

STEP 2: Place the first page of transparency "SOP Lesson" on overhead. Explain that this is an original document workers must read at their company. Note that it summarizes for employees the standard operating procedure for an on-the-job task. Say that it was used for instruction in an ESL class.

Place the second page of the transparency on the overhead. Explain that the teacher and students looked at the document and brainstormed how the document was organized, and uncovered vocabulary they felt was important.

Place the third page of the transparency on the overhead. That this sheet represents a writing and vocabulary lesson developed by the teacher as a result of her discussions with the students.

Say that you would like them to do a similar task by working with documents they've already seen in the training.

Ask participants to work together in the same small groups from the previous session.

Explain to the group that they will take one item from the documents in the packet provided in the previous session. Say that you would like them to come up with *not lessons*, but a list of ways they could adapt the material, based on the skills they see as necessary for competent understanding of the material. Give them 15-20 minutes.

Ask them to be prepared to describe their document, and to list on newsprint their ideas for adaptation. As they work, rotate around the room to clarify any perceptions of what the materials represent

Have groups post their work. Have each group report on their lists. Allow for any questions. Ask the group to comment on any similarities or differences they see in the work of each group.

Collect the packet materials.

NOTES:

ASSESSMENT

TIME: 35 minutes

MATERIALS:

1. QCC Workplace Education Assessment Tool Kit
2. Handout #1, "BCEL: Standardized Tests: Their Use & Misuse." (*Appendix)*
3. Handout #2, "Learner-Friendly Assessment: A Workplace Education Model (*Appendix*)
4. Handout #3, "Portfolio Assessment in Family Literacy Programs." (*Appendix*)
5. Handout #4, "Principles of Good Practice for Assessing Student Learning." (*Appendix*)

OBJECTIVES: This session will help participants:

* To see assessment as a integral part of every workplace education program.
* To understand that research and practice efforts in workplace assessment is still its infancy.
* To recognize that there are a variety of methods for assessment of workplace education learner skills and progress.
* To understand the attitude of the professional adult education community regarding the use of standardized tests.
* To be aware that Quinsigamond Community CollegeWorkplace Education advocates a learner-centered approach to assessment.
* To be aware of new directions in learners assessment.
* To recognize good principles for learner guiding learner assessment.

STEP 1: **Framing:** Introduce the session by saying that learner assessment is a essential element of an workplace education program. Note that it is necessary because it serves to determine whether the goals of the company and learner are being met. Say that the field of workplace education assessment is one where there has been limited research, and that at Quinsigamond, assessment of learner skills and growth is still a work-in-progress.

Explain that in this session participants will be introduced to a variety of topics and issues surrounding assessment, including:

- development of work-specific assessment documents
- the issue of standardized tests
- a Quinsigamond Community College assessment model for student placement
- a new trend in learner assessment
- guiding principles for development of workplace education assessment tools and strategies

STEP 2: The Assessment Tool Kit

Explain that learner assessment may take many forms, and occurs at different stages. Say that there are initial assessment of pre-instruction skills, ongoing assessment tools, and post instruction measures which are used to summarize growth.

Say that these may be teacher made items, standardized forms, or materials jointly developed by the learning provider and the company. Explain that these often involve learner self-assessment, supervisor assessment of learners, and other variations on this theme. State that the Quinsigamond workplace education staff has developed an assessment tool kit which is a collection of many of these forms of assessment material.

Display the Assessment Tool Kit. Invite participants to review the materials at their leisure. Note that the kit contains sample instruments, critiques, and suggestions for usage.

Summarize this discussion by saying that at Quinsigamond, we prefer to make all assessment measures reflect the work-related curricula designed for each company.

STEP 3: The Use of Standardized Tests in Workplace Education Programs.

Begin this section of the session by mentioning that the took kit contained some standardized tests. Ask participants if they have used any of these tests, especially in workplace settings. Ask them to briefly share their experiences.

Explain that it has been the experience of the College that companies often want to consider the use of standardized tests as a measure of pre-program or post-program growth. Say that at Quinsigamond, we have some concerns regarding the use of such tests which are reflective of the concerns of the adult education community as a whole.

Distribute handout: BCEL article: "Standardized Tests": "Their Use & Misuse." Say that this article covers in depth the issues surrounding the use of such tests with the adult basic education population. Give participants a few moments to scan the article.

Mention that Quinsigamond also sees problematic issues specifically related to use of such tests in the workplace:

- skills required for success on the tests may have little to do with skills required on the job;

- tests are frequently normed against grade-level abilities of children, not adults;
- results from standardized tests can undermine worker's sense of self-confidence in attempting further educational activities;
- test scores may be used by the company as the primary evaluation standard, regardless of how workers actually perform on the job.

End this section by asking participants to share their thoughts regarding the use of standardized tests in workplace settings. Ask them to think about where such tests might be appropriately used.

STEP 4: The Learner Friendly Assessment Model

Begin by reminding participants that, as was stated, assessment development is a work-in-progress at Quinsigamond. Say that the tool kit project was an effort to bring together what had already been done, and to examine the uses for each item.

Explain that a next effort was the development of a pre-instructional assessment model for ESL learners. Mention that the goal of this project was to develop a process for identifying English language proficiency which was non-threatening to the learner. Say that an additional objective was to assess how the learner used literacy in his own life.

Distribute handout: "Learner-Friendly Assessment: A Workplace Model." Give participants a few moments to examine the handout.

Summarize the main points from the article:

- that learners should be directly involved, whenever possible, in their own assessment
- that assessment is a shared experience between people, rather than only an interchange between the learner and a printed test

End the section by stating that this model has been used in several programs, and that it has proved to be an effective placement tool. Also note that it continues to be refined as it is used.

STEP 5: A New Direction Assessment: Portfolio Assessment

Introduce this section by explaining to participants that Quinsigamond continues to attempt to find new means of assessing student progress. Say that one direction for future research will be the use of the portfolio assessment.

Distribute Handout: "Portfolio Assessment in Family Literacy Programs." Give participants a few moments to review the document.

Ask them to note that this strategy extends the alternative assessment idea, and specifically involves active input of the learner at all turns.

Ask participants if they have had any experience in this area. Have them share this, if any have done such work.

STEP 6: End this session by distributing copies of Handout: "Principles of Good Practice for Assessing Student Learning." Allow participants a few moments to scan the article.

Explain that what you are handing out is a set of guidelines that should prove useful for any assessment efforts made in Quinsigamond's workplace education programs. Say that you hope that participants will refer to these principles as they conduct the assessment portion of each of their programs.

NOTES:

PROGRAM EVALUATION

TIME: 15 minutes

MATERIALS:
1. Handout #1: "Possible Quality Indicators, Processes, and Outcomes (DRAFT)
2. Newsprint on easel, markers

OBJECTIVES: This session will help participants to:

- Understand the need for a value of program evaluation.
- Analyze the indicators of a successful workplace education program.
- Review research on indicators of quality workplace education programs.

STEP 1: **Framing:** Explain to participants that program evaluation is just as important as learner assessment in measuring the success or failure of a project.

Say that it is essential that the partners in any workplace education program have a vision of what success will be for their program. Say that the purpose of this segment is to examine the nature of a quality workplace education program, and to determine what general factors are involved making such visions a reality.

"Signs" of Success

Explain that you are going to ask participants to take a moment to think about what makes a good program good. Say that you will ask them to quickly write down brief words or phrases which describe events that occur in a successful program. Tell them that you will then go around the room, listing on newsprint each item they provide.

Further explain that you will then ask them to brainstorm <u>from the master list</u> any other items that may occur to them. Say that if they feel their items in the first round are redundant once they have heard the items of others, they may pass.

Tell them that the purpose of this exercise is to draw as complete a picture as possible of all the elements which make up a good program.

Ask participants to jot down their first items for round one. Go around their room, quickly noting each item on newsprint. Ask for clarification where necessary, but do not begin any lengthy discussions here of any of the items.

Ask participants to review the list. Have them write down their second set of items. Ask those individuals who came up with additional items to share. Note them on the newsprint. In selected cases, where the new additions were intriguing, ask those individuals what spurred them to add their item to the list. Ask the group if they see any trends or highlights in the "data."

STEP 2: **Indicators of Program Quality.** As a transition statement from above activity, tell participants that they have just engaged in the kind of activity that has been done at length by many workplace education programs around the state.

Distribute: "Possible Quality Indicators, Processes, and Outcomes handout." Give participants a few moments to scan the document. Ask them to pay particular attention to how the document defines the characteristics of a program (i.e. indicators, processes and outcomes). Also ask them to look for and share any striking similarities or differences from their list and indicators detailed in the handout. Respond to any comments or questions participants may have.

Mention that one of the most difficult tasks in program evaluation is to actually pinpoint specific behaviors which indicate progress. Note that a crucial part of program planning is to identify those events and behaviors early on. Say that this handout acts as a userful guide for helping to determine such indicators. Note that once a company establishes quality benchmarks, it is much easier to monitor the program for signs of success or failure.

Finally, say that not every program must have every component listed on the chart to be considered successful. Make clear, however, that research has shown that at least some attention to each of the items makes for a better program.

NOTES:

MAKING CONNECTIONS
Closing Activity

TIME: 45 minutes

MATERIALS:

1. "Making Connections" chart transferred to newsprint on easel. (Appendix)
2. "Making Connections" chart transferred to multiple copies of newsprint
3. Markers, newsprint

OBJECTIVES: This session will help participants to:

* Review the components of the workplace education teacher orientation.
* Reflect on their experiences as participants in the workplace education teacher orientation.
* Synthesize their thinking regarding their role as instructors in the overall workplace education program plan.
* Share any additional interests, questions or concerns they may have regarding the training.

STEP 1: **Framing:** Explain to participants that they have spent several hours in this orientation working on a variety of issues and topics. Say that you feel that it is important to allow the group time to reflect on what they have learned, and to synthesize their thoughts.

STEP 2: Display previously prepared newsprint chart "Making Connections." Explain to participants that this grid will allow them to review the different components of the orientation, and to link them to their own participation in a program. Say that under the headings "Why Important," and "How it Relates to You," they should provide phrases or statements which explain their understanding of the importance and impact of each component. You may need to briefly review each of the components before proceeding. To get people started, complete the first line together.

Say that you would like people to complete the grid in groups of two or three, using pre-prepared sheets you will be distributing.

Explain that they will have 20 minutes to complete the activity, and that you would like them to post their newsprint once it has been finished. Say that you would then like them to rotate around the room and look at each group's work, noting any similarities or differences.

Bring the whole group together again. Move from sheet to sheet posted on the wall. At each sheet, ask the group that prepared the sheet to discuss a component you select, and to briefly expand on what they noted. (You would begin with the first component and then work down the list. If the group is small, you may have to ask some small groups to discuss two components on the grid.)

Ask the whole group if any of the components stood out as being more important than others. Ask if there were any areas where they felt they needed more information. Encourage participants to share any individual reactions they had to the three days of training.

NOTES:

EVALUATION OF COMPONENT ONE TRAINING

In this pilot, our evaluation strategies have been adaptations of techniques from the "SABES Orientation for New Adult Education Staff Curriculum Guide." You may want to use these, or develop your own instruments as you adapt the training for your own organization. In any case, we strongly urge you to use the feedback to refine, alter or expand where possible any or all of the training sessions and components.

COMPONENT TWO
SITE SPECIFIC-ORIENTATION FOR INSTRUCTORS

COMPONENT TWO:

SITE-SPECIFIC ORIENTATION FOR INSTRUCTORS

Quinsigamond Community College has discovered over the years that the best workplace education programs prosper when the partners recognize the importance of shared information. This means that the company is willing to take time to explain its goals, describe in depth its product or service, and give instructors a first hand look at how the operation works. The learning provider must do its part by explaining to all involved worksite parties, i.e. corporate managers, supervisory staff and prospective learners as well as instructors, how the basic skills program will be organized in relation to the needs of the specific site.

A typical site-specific orientation plan for all future programs at Quinsigamond would be based on the following outline. This formalized plan has been developed from our more informal experiences with companies over the years. It contains what we feel are the essentials for launching any new program. The five-part plan should be organized with the company and should be conducted at the site.

Sections A through D describe information about the company we feel is crucial in order for instructors to work not only with company subject matter in the classroom, but to have a broad sense of who the company is and how it works. They also need to know why the company chose to begin a program, and why it selected Quinsigamond as the learning provider. The company should share with the audience an overview of the jobs potential learners perform, and a profile of the workers involved.

In sections E, the learning provider should describe its own background and experience in workplace education. This should include a brief review of the partner's philosophy toward literacy/basic skills education. In addition, the program plan should be mapped out and the proposed planning team should be introduced. The tasks and responsibilities of that team should be summarized.

Finally, instructors should be able to see first hand the product produced or service performed by potential students. This experience is invaluable for bringing back to the classroom an understanding of the learners' environment and the tasks required for successful performance on the job.

AGENCY AND PARTNERSHIP BASED ORIENTATION PROGRAM FOR WORKPLACE EDUCATORS

THE SITE SPECIFIC ORIENTATION FOR INSTRUCTORS

COMPONENT TWO: THE SITE-SPECIFIC ORIENTATION SUMMARY OUTLINE

DURATION: 3-4 hours (does not include basic skills analysis)

1. Overview - Program Components

Presenter	Component	
Management	A.	The Company and its Product
"	B.	The Need for a Basic Skills Program
"	C.	Why QCC as the Learning Provider
"	D.	The Employee as Learner
Quinsigamond	E.	The Basic Skills Program Plan
Management	F.	Company Tour, Questions and Answers

2. Components in Depth

A. The Company and Its Product

Description of Company: locations/, products/, position in marketplace (international, local only, etc.), general population of workers

B. The Need for a Basic Skills Program

1. Events in company which prompted initiation of program
2. How workplace education program ties into corporate goals

C. QCC as Learning Provider: Why Chosen by Company

D. The Employee as Learner

1. Who is the Employee/Learner -- jobs they perform, educational background, average number of years at job, cultural background
2. What are his/her job-related education needs?

E. The Basic Skills Program

1. QCC Workplace Education Background
2. Planning Team - Roles and Responsibilities (including teacher role)

F. Company Tour

1. Instructors see product being produced by prospective students
2. Question and answer period with appropriate printed materials, where necessary

COMPONENT THREE
PROJECTED SUBJECT-SPECIFIC WORKSHOPS

NARRATIVE FOR COMPONENT THREE

The Subject-specific workshops are follow-up staff development designed to address some of the areas of workplace education that need more in-depth study by instructional staff. Such workshops will be offered on a monthly basis during the school year as further in-service training to our workplace education staff members.

The Development of Work-Related Materials for Low Level Learners. Will assist instructors in designing lessons from company materials which may be above learner levels of understanding in English.

The Development of Reading and Writing Activities from Materials of High-Tech Companies. Techniques for developing lessons which make the reading materials accessible to learners.

Quality Tools. An overview of the methods used in many companies for improvement of quality production processes.

Learner Assessment Strategies. How we can assess what learners have learned. Specific methodologies for evaluating learner portfolio materials.

Techniques for Improving Pronunciation. This workshop will demonstrate a successful model for teaching ESL pronunciation, intonation, word-stress and listening skills.

Math in the Workplace. The workshop will address problem solving and critical thinking, communicating using the language of math, connecting math to on-the-job situations and thinking logically.

COMPONENT THREE

PROJECTED SUBJECT-SPECIFIC WORKSHOPS

- Development of Work-Related Materials for Low Level ESL Learners
- Development of Reading and Writing Lessons for High Tech Settings
- Quality Tools: Statistical Process Control, Total Quality Management and ISO 9000.
- Learner Assessment Strategies, including Portfolio Analysis
- Techniques for Improving Pronunciation (multi-media techniques)
- Math in the Workplace

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APPENDIX

COMMUNITY COLLEGE HISTORY

GENERAL

1ST PHASE: Junior Colleges - 1850 to 1920

2ND PHASE: Expansion of occupational programs - 1920 to 1945

3RD PHASE: Community College Concept - 1945 to present

QUINSIGAMOND COMMUNITY COLLEGE

* Established February 1, 1963
* 6th of 15 community colleges in the Commonwealth
* Request came from Worcester Area Chamber of Commerce
* First sites were Holy Cross and Belmont Street
* Purchase of Assumption Preparatory School effected in June, 1970 (present site)
* Location consolidated to this site in 1973
* Initial program areas - Social Sciences, Humanities, Mathematics and Science, Allied Health, Business, Secretarial Science, Liberal Arts

QUINSIGAMOND COMMUNITY COLLEGE WORKPLACE EDUCATION PROGRAM MISSION STATEMENT

The Workplace Education Program seeks to establish a partnership among the College, the employer and/or labor organizations in order to assist employees in the development of those basic skills necessary to perform well on the job. Based upon a thorough educational needs assessment of the worksite, the Workplace Education Program delivers a work-related curriculum which also targets academic and personal outcomes with specific competencies. Program effectiveness is evaluated by assessing the impact of the program on the workplace productivity and effectiveness as well as corporate culture.

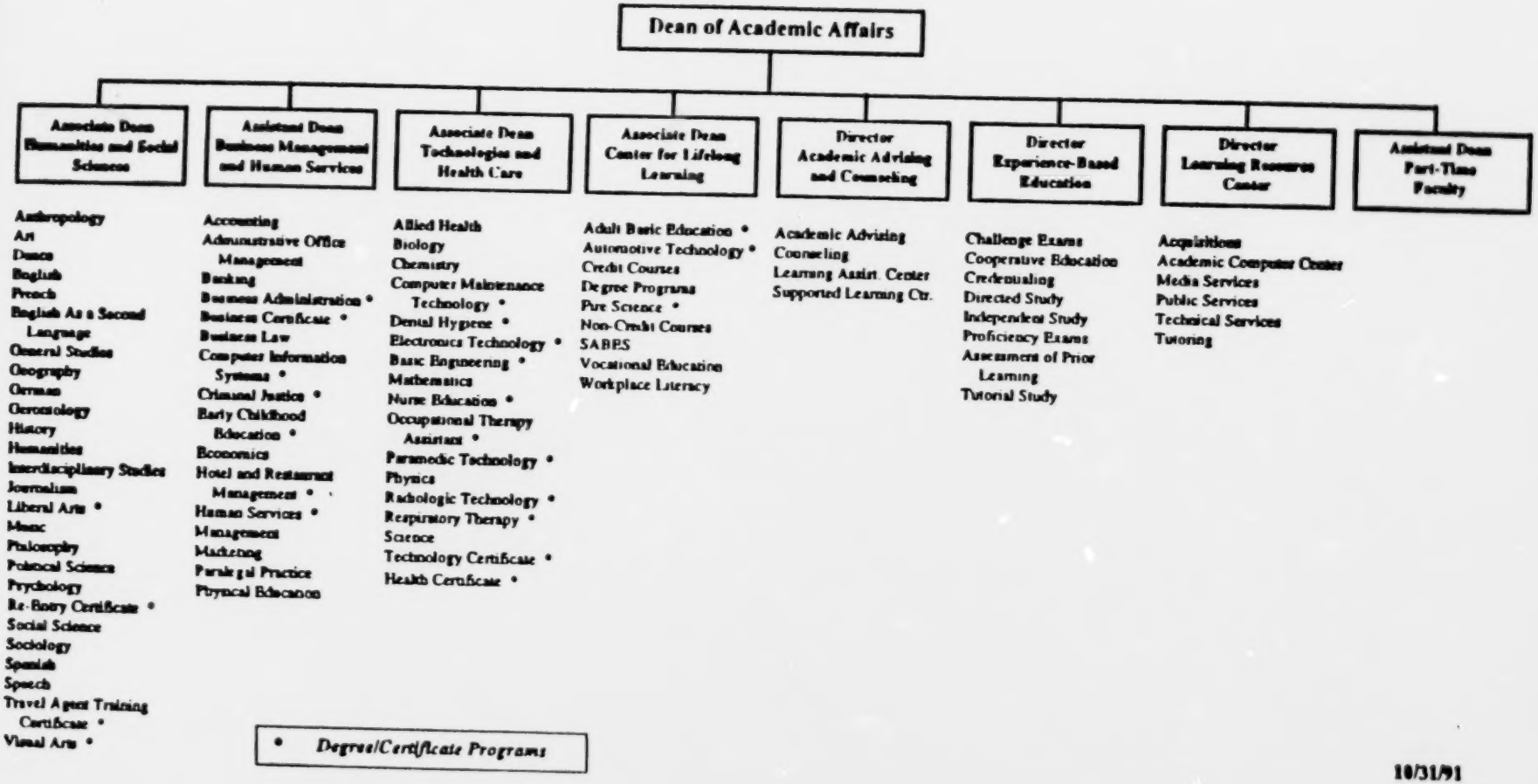
Components of Quinsigamond's Mission:

1. Provision of opportunities to meet diverse educational needs in the community;

2. Provision of opportunities to meet diverse educational needs of adult citizens;

3. Commitment to open, stimulating, and supportive environment, essential for individual development;

4. Provision of unique opportunities specifically created to enhance the economic and social well-being of Greater Worcester/Central Massachusetts



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LITERACY PROGRAM COMPONENTS WITHIN CLL

COMMUNITY-BASED ABE

THREE SITES: St. Peter's/Worcester
QCC/Worcester
MacKinnon Training Center/Southbridge

ABE, ESL, GED
Project PALMS
Family Literacy

WORKPLACE EDUCATION

Consortium (Federal Grant - 8 companies)
CDL
St. Vincent Hospital
Norton Company
Astra Pharmaceutical
Digital
Proteon
T.J.Maxx

...and this is just a sample...

SABES (System of Adult Basic Education Support)

Staff development opportunities for ABE Staff in Central Massachusetts

RELATED PROGRAMS

Vocational Education
Tech Prep

OPENING EXERCISE

In small groups, brainstorm your "reactions" to the following two questions:

1. What are some of the best learning activities that you **as an adult learner** have experienced?

2. What are some of the worst learning activities that you **as an adult learner** have experienced?

ADULT LEARNING "THEORIES"

Theories based on adult characteristics

Most widely known is andragogy - best known, but most widely criticized - Malcolm Knowles

andragogy: the art and science of helping adults learn (versus pedagogy or the art and science of helping children learn)

five assumptions regarding the characteristics of adult learners:

1 - As a person matures, he/she moves from dependency to self-direction.
2 - An adult has a reservoir of experience which is a rich resource for learning.
3 - Readiness to learn is related to developmental tasks.
4 - For an adult, there is a change in time perspective; e.g., a need for immediacy of application of information.
5 - Adults are motivated by internal factors rather than external factors.

Theories based on adult's life situation

Most widely known theory is proficiency theory - Alan Knox

proficiency = capability to perform satisfactorily, if given the opportunity;

= attitude + knowledge + skill

The core of the theory is the notion of the discrepancy between current and desired level(s) of proficiency

Theories based on changes in consciousness

1. Perspective transformation or transformative learning - Jack Mezirow

   Probably one of the most developed theories of adult learning in terms of research and criticism - Mezirow makes a strong case for this kind of learning to be unique to adults...

   Two major domains of learning:
   - Technical - task-related
   - Dialogic - interactive

   Process of becoming critically aware of how and why our presuppositions limit the ways in which we perceive the world, and of reformulating these assumptions.

   Critical thinking/critical reflection is a key component.

Process of transformative learning:

1- Disorienting dilemma (or series of transitions).

2- Self-examination.

3- Critical assessment of assumptions.

4- Relating one's discontent to experience of others.

5- Exploring new options.

6- Building confidence/competence.

7- Planning a course of action.

8- Acquiring knowledge and skills for implementing plan.

9- Provisional efforts to try new roles, etc.

10- Re-integration.

2. Liberatory education - Paulo Freire

More a theory of education than a theory of learning

Education either oppresses or liberates

Conscientization - deepening awareness of sociocultural reality and capacity to transform that reality.

Problem-posing approaches (versus banking of knowledge)
Dialogue is the method.

Source: Merriam, S.B., and Caffarella, R.S. Learning in Adulthood. San Francisco: Jossey-Bass Publishers, 1991.

ANALYSIS OF ADULT LEARNING THEORIES

COMMONALITIES

1. Adults bring added dimension to the classroom; they differ from children in terms of learner experience, stronger impact of preferred learning styles, greater capacity for critical thinking.
2. There is the potential for the instructor to relate to the learners as peers--mutuality.
3. Adults have expectations of instructors--credibility, capability, authenticity, knowledge.
4. Adults have greater capacity for self-directed learning.
5. Adults have a preference for or support of collaborative learning.*
6. There is the theme of lifelong learning.
7. There is the theme of empowerment of the learner.

DISCREPANCIES

1. There is a lack of common terms.

2. There is a lack of common definition when there are common terms.

3. The same terms can be used differently, e.g., self-directed learning, collaborative learning.

4. Different terms can be used for the same concepts, e.g., critical thinking, critical reflection.

5. Adult learning practices are discussed both in terms of classroom applications and as results or outcomes-- lifelong learning, empowerment.

GAPS

1. No real framework for the theories--some attempts at this.
2. No systematic research.
3. No real connection between research and practice.
4. Global approaches, regardless of discipline, subject matter, format, time framework, etc.
5. Differences with respect to culture, ethnicity, race, gender, economic background, or educational background are not dealt with in depth or consistently.
6. Little discussion regarding recommended practices and teaching style.
7. Little discussion regarding recommended practices and learning style.
8. When addressing adult learners, the learners are pretty much considered in mainstream terms; the exception is discussion dealing with illiterate adult learners.

Source: Fitzpatrick, J., Flexner, P., Gonzalez, V.G., Macaulay, B.A., & Merrill, H. (1993) Unpublished manuscript. New York: Teachers College/Columbia University.

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GUIDING PRINCIPLES FOR WORKPLACE EDUCATION PROGRAMS

For Partnership

- Partners must have a serious commitment to the program.
- Partners should have a clear understanding of their roles.
- Congruence should exist among the purpose and goals of the program and the mission and goals of the organizations to which partners belong.
- Precise articulation of the mutual expectations of the partners should occur up front.
- Nature of interaction among partners should promote mutual respect.
- Process for decision-making and conflict resolution among partners should be established up front.
- Package the program as part of the regular training program rather than a literacy program.
- Evaluation plan should be developed to assess the effectiveness of the partnership.

For Program Development

- Program design should be flexible.
- Program goals should be clear and realistic.
- Time frame for the achievement of goals should be realistic.
- Careful assessment of the resources needed should be undertaken.
- Program delivery should be transparent, i.e., the workers and employers should not perceive it to be bureaucratic.
- Personnel training and development should be a primary component of the program design.
- Participants should be involved in program development and decision-making as much as possible.
- Program design should incorporate affective development as an integral part to supplement cognitive and psychomotor development.
- Contextual nature of workplace education should be recognized and understood.
- Program design should encourage processes that promote empowerment of the workers.

For Teaching/Learning

- Participation in learning should be voluntary.
- Process should be characterized by a respect among participants for each other's self-worth.
- Facilitation of learning should be collaborative in regard to its what, why, and how.
- Learning's content and processes should bear a perceived and meaningful relationship to learners past experiences and immediate needs.
- Learning environment should be geared to minimize anxiety and encourage freedom to experiement.
- Learning should be more practical and problem-centered.
- Constant feedback of learner progress should occur.
- Curriculum should be organized by job tasks, not be discrete basic skills.
- Curriculum should utilize job materials as instructional tests.
- Curriculum should span all the domains of learning.

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GUIDING PRINCIPLES : FOR PARTNERSHIP

In this small group session, please review the Guiding Principles For Partnership and respond to the following questions.

Note: Please choose a recorder and spokesperson for your report back.

1. *How are these principles operationalized in your program? Please cite specific examples of how or here you see these principles "at work".*

•

2. *Identify the principle which is <u>MOST</u> evidently in operation and that which is <u>LEAST</u> evidently in operation in your program from your perspective.*

GUIDING PRINCIPLES: FOR PROGRAM DEVELOPMENT

In this small group session, please review the Guiding Principles for Program Development and respond to the following questions.

Note: Please choose a recorder and spokesperson for your report back.

1. ***How are these principles operationalized in your program? Please cite specific examples of how or where you see these principles "at work".***

2. ***Identify the principle which is <u>MOST</u> evidently in operation and that which is <u>LEAST</u> evidently in operation in your program from your perspective.***

GUIDING PRINCIPLES: FOR TEACHING/LEARNING

In this small group session, please review the Guiding Principles for Teaching/Learning and respond to the following questions.

Note: Please choose a recorder and spokesperson for your report back.

1. ***How are these principles operationalized in your program? Please cite specific examples of how or where you see thse principles "at work".***

2. ***Identify the principle which is <u>MOST</u> evidently in operation and that which is <u>LEAST</u> evidently in operation in your program from your perspective.***

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PROPOSAL FOR CORPORATION

WORKPLACE EDUCATION PROGRAM

FALL 1992

Quinsigamond Community College proposes to work collaboratively with Corporation in the development and implementation of a workplace education program. This proposal outlines the steps to be taken and the costs associated with a fifteen-week program.

Premise of Need

Corporation employs over two hundred manufacturing employees across four shifts.

-Approximately, eighty- five employees have been identified as needing development in English language skills.

-In response to employee demographics, as well as to an organizational demand for increased production efficiency and total quality management, Corporation is exploring the development of an on-site workplace English as a second language program. A proposal outlining the costs for a fifteen week program has been requested.

-It is QCC's understanding that:

-participation in this program would not directly impact one's job status. However, improvement of one's language ability will prepare employee's for greater job responsibilities.
-this program would be offered on a voluntary basis to all employees.

Strategic Response to the Premise of Need

-The response is grounded in experience and research.

-Program design will be based on the principle of accountability, the process of program implementation will be guided by efforts to build and maintain credibility, and human interaction will be directed toward building mutual trust and respect.

-Such a response would be effected through a partnership approach in which:

-partners have a serious commitment to the program;
-partners have a clear understanding of their roles;

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-precise articulation of the mutual expectations of the partners is established up front;
-the process of decision-making and conflict resolution among partners is established up front;
-an evaluation plan is developed to assess the effectiveness of the partnership and the program.

-The partnership will consist of representatives of Corporation management, supervisory and production staff and a team of professionals from Quinsigamond. This group will serve as the "planning and evaluation team" for the program.

-The workplace education program offerings will be packaged as part of the regular company training program, not as a literacy program.

-The basic skills analysis will be presented as part of the overall program/curriculum development process.

-The program will provide for:

-voluntary participation of employees;
-a flexible program design;
-establishment of clear and realistic goals;
-projection of a realistic time frame for achievement of goals;
-a transparent delivery system, i.e., the management and employees do not perceive it to be bureaucratic;
-careful assessment of the resources needed;
-promoting of empowerment of employees.

<u>Immediate Tasks</u>

A. Program Management

-The program will be managed by the planning and evaluation team which will consist of members of Corporation management, supervisory and production staff, as well as, a team of professionals from Quinsigamond.

-The planning and evaluation team will meet at regular intervals to discuss all program development and implementation processes.

-Start-up activities will include:

-a series of meetings with the planning and evaluation team;
-scheduling of the proposed classes;
-hiring of the site instructor(s);

-a thorough orientation to the production environment, with particular emphasis on participants' areas of responsibility;
-completion of the basic skills analysis;
-completion of the assessment interviews.

B. Basic Skills Analysis/Curriculum Development

-The basic skills analysis will lay the foundation for the curriculum development effort.

-The basic skills analysis is a structured observation/ interview process which allows program staff to "look at" specific production areas in order to understand the applications of basic skills on the job.

-Proposed steps are as follows:

1. A team of professionals from QCC will meet with members of the planning and evaluation team. During this meeting, initial discussion of the basic skills analysis will take place. Written job descriptions of the targeted production positions will be reviewed prior to the floor observation.

2. Selected employees in the targeted production areas will meet with the QCC team in order to build a climate of trust and mutual respect in which further activities can take place. This interaction will focus on promoting Corporation's interest in employee development and welfare. Presentation of the basic skills analysis and the training programs must be handled with sensitivity, inasmuch as, even the name or perceived purpose of these activities could send wrong signals.

3. A series of on-the-floor observations of jobs in progress will be scheduled. This will further enhance the understanding of the range of skills required to perform each job. It is anticipated that a review of required documents and other paperwork will accompany these observations.

4. Data will be compiled into a final report. A copy will be given to Corporation for review and further enhancement.

-The proposed time frame for the completion of the basic skills analysis and accompanying report would be 2-4 weeks. It is understood that adjustments to this proposed time line may be required.

-Once the formal basic skills analysis is completed, the curriculum development process will commence. Curriculum development is an on-going process which will continue throughout the program's duration.

-It is understood that [illegible] Corporation will designate one technical assistant for the curriculum development effort.

-Curriculum materials developed during this contract period will be compiled into a resource manual. A copy of which will be given to Frem Corporation.

C. Assessment Interviews

-Employee participants will volunteer or be referred to the program Frem Corporation.

-An individual assessment interview will be conducted with each interested employee using an appropriate combination of oral interview, reading comprehension and writing skills assessment instruments.

-These assessment interviews will not exceed 30 minutes in length.

-Once the data is reviewed, the QCC program staff will be able to identify specific language needs and to tailor the program accordingly.

-All individual assessment information is confidential and will be used solely for instructional purposes.

D. Instruction

-The English as a second language class will meet four hours weekly for a period of fifteen weeks (total of 60 hours of instruction).

-Exact class schedules are yet to be determined. The projected schedule for each would be two days per week in a two hour time blocks. Scheduling is flexible, however, and will be designed to meet the needs of the prospective participants and the company.

E. Materials/Classroom Space

- Corporation will provide basic supplies, such as student notebooks or folders, pencils, etc., as well as access to copy machines for purposes of the instructional program.

- Corporation will secure an on-site conference room for the class and appropriate storage/office space for the instructor.

F. Program Completion

-Upon completion of the program, QCC will provide in a timely manner, not to exceed four weeks, a summary report to Frem Corporation to include but not be limited to, the following information:

a. a list of hours completed for each enrollee;
b. recommendations for the direction the company should pursue in the continuance of the program;
c. aggregate progress report of specific class;
d. any other relevant information as required by Frem Corporation.

Please Note:

-It is QCC's experience that programs which offer partial release time or some type of bonus incentive for participation, experience more consistent recruitment and retention rates.

-Immediate tasks including start-up activities, the basic skills analysis and the assessment interviews, will require a minimum of four weeks from the date of instructor hire. Instruction will commence at a mutually agreed upon date after that time.

Total program costs are outlined on the following pages. Two budget options have been presented. Option #1 details costs for one fifteen week session serving a maximum of fifteen employees. Option #2 details costs associated with the operation of six, fifteen week sessions serving a maximum of ninety employees (that is, fifteen per class).

DIVISION OF ACADEMIC AFFAIRS
CENTER FOR LIFELONG LEARNING

WORKPLACE EDUCATION INSTRUCTOR

General Statement of Responsibilities

The workplace education instructor is a member of a team of professionals involved in the development and implementation of a workplace education program. As the instructor, he/she is primarily responsible for the preparation and presentation of instruction in a specific content area. However, the workplace education instructor is closely involved in the assessment of student skills, development of curriculum materials and evaluation of program effectiveness, as well. Further, as an integral member of the partnership between the employer and the College, the instructor must both acknowledge and accommodate the unique demands inherent in providing education in a non-traditional setting (ie., the workplace).

Supervision Received

The workplace education instructor reports to the site coordinator and/or the project coordinator of workplace education.

Examples of Duties

1. Participation in the development and implementation of appropriate student assessment process for prospective students.

2. Participation in the basic skills analysis process under the direction of the site coordinator or BSA team leader.

3. Selection of appropriate supplemental instructional materials.

4. Participation in regular program staff meetings, curriculum development meetings, on-going professional development activities and performance appraisal.

5. Preparation and evaluation of appropriate work-related curriculum materials under the direction of the site coordinator and/or project coordinator.

6. Preparation and presentation of instruction in a specific content area, incorporating work-related materials on a regular basis.

7. Development of individualized objectives with students and on-going monitoring of student progress.

8. Assistance with program record-keeping as required by the program contract.

9. Solicitation of evaluative feedback from both participants and supervisors, under the direction of the site coordinator or project coordinator.

10. Other duties as assigned by the site coordinator and/or project coordinator.

Required Qualifications

A Bachelors Degree in Education or related field with experience working with adults in non-traditional settings.

Preferred Qualifications

A Masters Degree in Adult Education or related field, curriculum development experience and/or vocational/technical education background.

DIVISION OF ACADEMIC AFFAIRS
CENTER FOR LIFELONG LEARNING

WORKPLACE EDUCATION SITE COORDINATOR

General Statement of Responsibilities

The workplace education site coordinator serves as the individual program manager in each of the larger workplace education partnerships. He/she serves as the liaison between the employer and the College and is responsible for the daily operation of the program and supervision of program staff.

Supervision Received

The site coordinator reports to the project coordinator of workplace education.

Examples of Duties

1. Regular participation in the program planning team which guides all phases of the development, implementation and evaluation of the workplace education program.

2. Interviewing and hiring of program staff.

3. Development and implementation of appropriate intake and assessment process for prospective students.

4. Facilitation of the basic skills analysis, which includes selection of a BSA team, advanced preparation of interview and observation protocol, completion of the interviews and observations and compiling of data into a final BSA report.

5. Selection and purchase of instructional materials.

6. Scheduling of classes and notification of prospective participants.

7. Supervision of program staff which includes staff orientation, regular staff meetings, on-going professional development and performance appraisal.

8. Facilitation of the curriculum development process and final preparation of the program's curriculum guide.

9. Solicitation of evaluative feedback from both participants and supervisors.

10. Preparation of the final program report and recommendations for future programming.

11. Participation in biweekly supervision meetings with project coordinator and monthly site coordinators' meetings.

12. Other duties may be assigned by project coordinator.

Required Qualifications

A Bachelor's degree in Education or related field, with teaching experience in workplace education programs.

Preferred Qualifications

A Master's degree in Adult Education or related discipline, prior experience with curriculum development and/or vocational/technical education.

THE PLANNING TEAM

The company identifies a small working group of employees to participate in the planning team. This group will be charged with guiding all aspects of the implementation, development and evaluation of the Workplace Education Program. Specific tasks will include promotion of the program among fellow workers, recruitment of participants, provision of input for curriculum development purposes and on-going evaluation of program effectiveness. It is projected that the planning team will be composed of the following:

-management and/or supervisory representatives;
-worker/participant representatives;
-the on-site coordinator/instructor;
-the teacher.

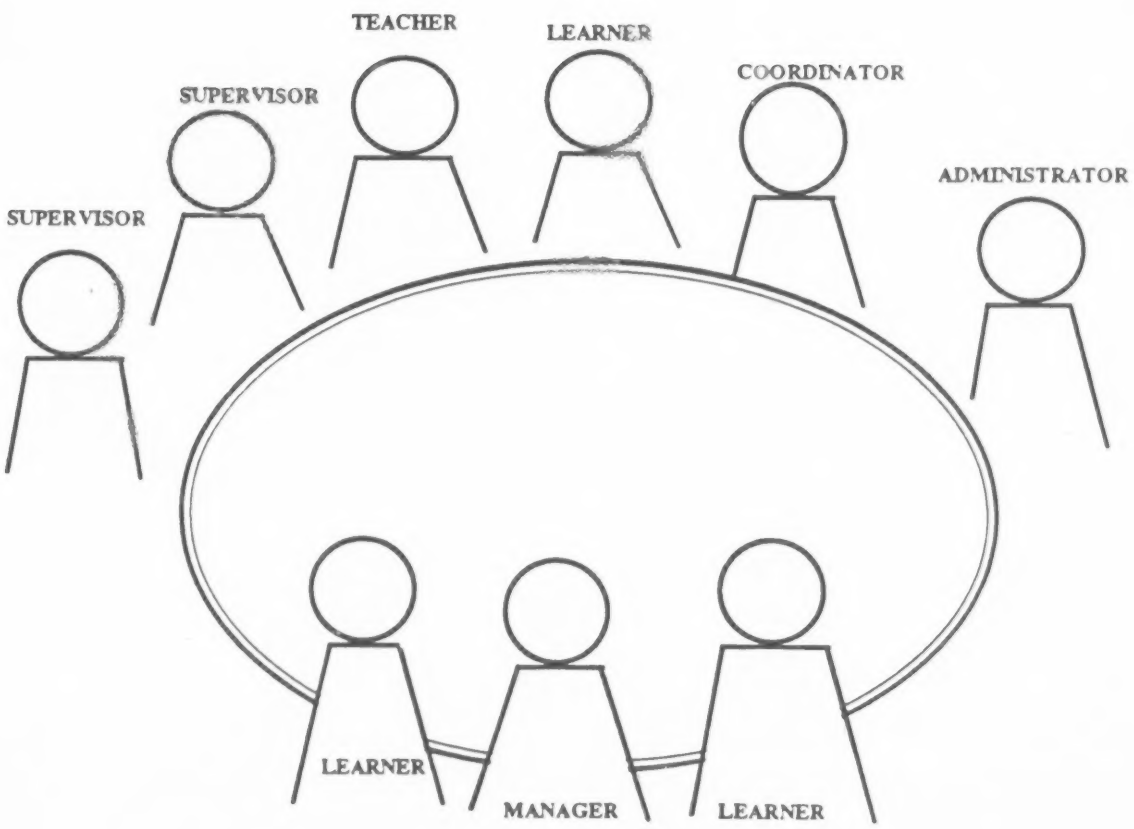
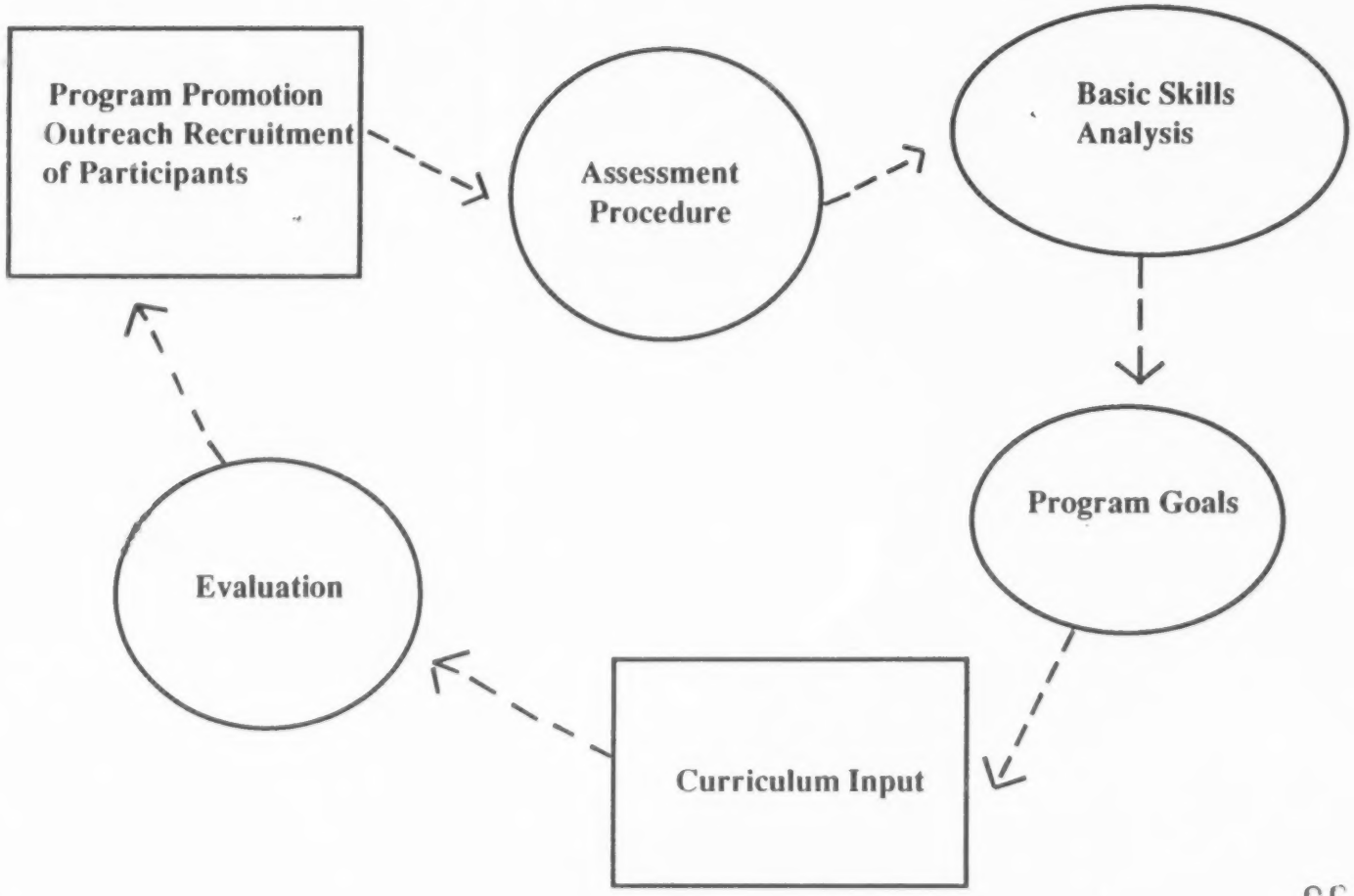


CHART OF IMMEDIATE TASKS



Clases de inglés

CUANDO?: Comienzan FEB. 15TH de las 2:30pm hasta las 4:30 pm.

DONDE? Aqui - en la edificio de la escuela de enfermeras

PARA QUIEN?

Cualquiera persona que necesit. ayudar leyendo, escribiendo o hablando d' inglés

COMO? Inscribase Ahora

formas en blanco se encuantran en la mesa... Ponga la forma en la caja cuando termine de llanarla.

Astra / QCC English classes

will begin at the end of January

SIGN UP NOW!

BEST COPY AVAILABLE

BASIC EDUCATION PROGRAM
QUINSIGAMOND COMMUNITY COLLEGE
LABOR SHORTAGE INITIATIVE/DEPARTMENT OF MEDICAL SECURITY

WORKPLACE RELATED MEASURES OF LANGUAGE PROFICIENCY

Based on the performance objectives outlined in section 2.1.2 of the proposal narrative, the Program Planning Team has defined the following set of workplace related measures of language proficiency.

I. Precise Implementation of Work and Safety Procedures

Short Term Indicators of Progress Will Include the Ability To:

a. Respond to oral instructions.
b. Formulate comprehensible responses to supervisors and others.
c. Identify and report problems.
d. State work-related needs.
e. Ask for assistance.
f. Converse in English with less use of interpreter assistance.
g. Perform work processes more accurately thus reducing the number of reworks.

II. Develop a More Responsive Customer Service Orientation Among Employees

Short Term Indicators of Progress Will Include the Ability To:

a. Speak more often.
b. Display increased self-confidence in personal interactions.
c. Speak to native speakers of English and to people of other language backgrounds.
d. Use English first thus reducing the amount of time necessary for interpretation.

III. Support the Hospital and Its Total Quality Management Effort

Due to the limited language proficiency of the participants, measurable progress toward this goal will be minimal. However, hospital management has identified the following series of short term indicators.

Short Term Idicators of Progress Will Include the Ability To:

a. Display increased comfort level in participating in quality work teams.
b. Work through a problem in the quality training initiative.

IV. Build a Solid Foundation Upon Which Other Technical or Career Training May Take Place

Due to the limited language proficiency of the participants, progress toward this goal is not anticipated during this grant period.

DEFINITION OF LITERACY.....

The National Literacy Act of 1991 defines literacy as, "as individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential."

ASSESSMENT INSTRUMENTS REFERENCED TO WORKPLACE EDUCATION PROGRAM COMPETENCIES

Informal Inventories
Working at Stanley Parker
Math Locator
Prasmet Corporation Work-related Post-test
Benchmarks
Working at Kennedy
Madison Corporation Work-related Evaluation
Stanley Parker Work Day Routine
Roxbury Community College Basic Skills Assessment
Informal Skills Tests Locator Inventory

Self Assessment
Gateway The First Meeting
Student Rating Scale—Kennedy

Oral Language Proficiency
Cranston Printworks' Benchmarks
TJ Maxx Oral Interview
ESL Literacy Learner's Profile
IDEA Oral Language Proficiency Test

Simulation/Anecdotes
Kennedy Group Problem Solving Simulation Exercise
Anecdotes

Standardized Tests
Basic English Skills Test (BEST)
ETS Tests of Applied Literacy Skills
The Brigrance System Inventory of Essential Skills
English Language Skills Assessment in a Reading Context (ELSA)
Nelson-Denny Reading Test, Forms E and F
Descriptive Test of Language Skills (DTLS)
Descriptive Tests of Mathematics Skills (DTMS)
omprehensive English Language Test for Learners of English (CELT)
Test of Adult Basic Education (TABE)

Interviews
Supervisor Checklist
ASTRA Initial Individual Intake Assessment
QCC Interview Guide for Supervisors

DACUM PROFILE FOR WORKPLACE EDUCATION

DACUM PANELISTS:

Donna Curry
Merilee Freeman
Joyce Jackson
Joe Passeri
Ruth Schwendeman
Kathy Soderstrom

PROGRAM COORDINATOR:

Kathleen Renisch
Quinsigamond Community College

DACUM FACILITATOR:

Dr. Katherine German
Development Institute, Inc.

QUINSIGAMOND COMMUNITY COLLEGE
Worcester, Massachusetts

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QUINSIGAQMOND COMMUNITY COLLEGE
WORKPLACE EDUCATION PROGRAM ORIENTATION
WORKSHEET

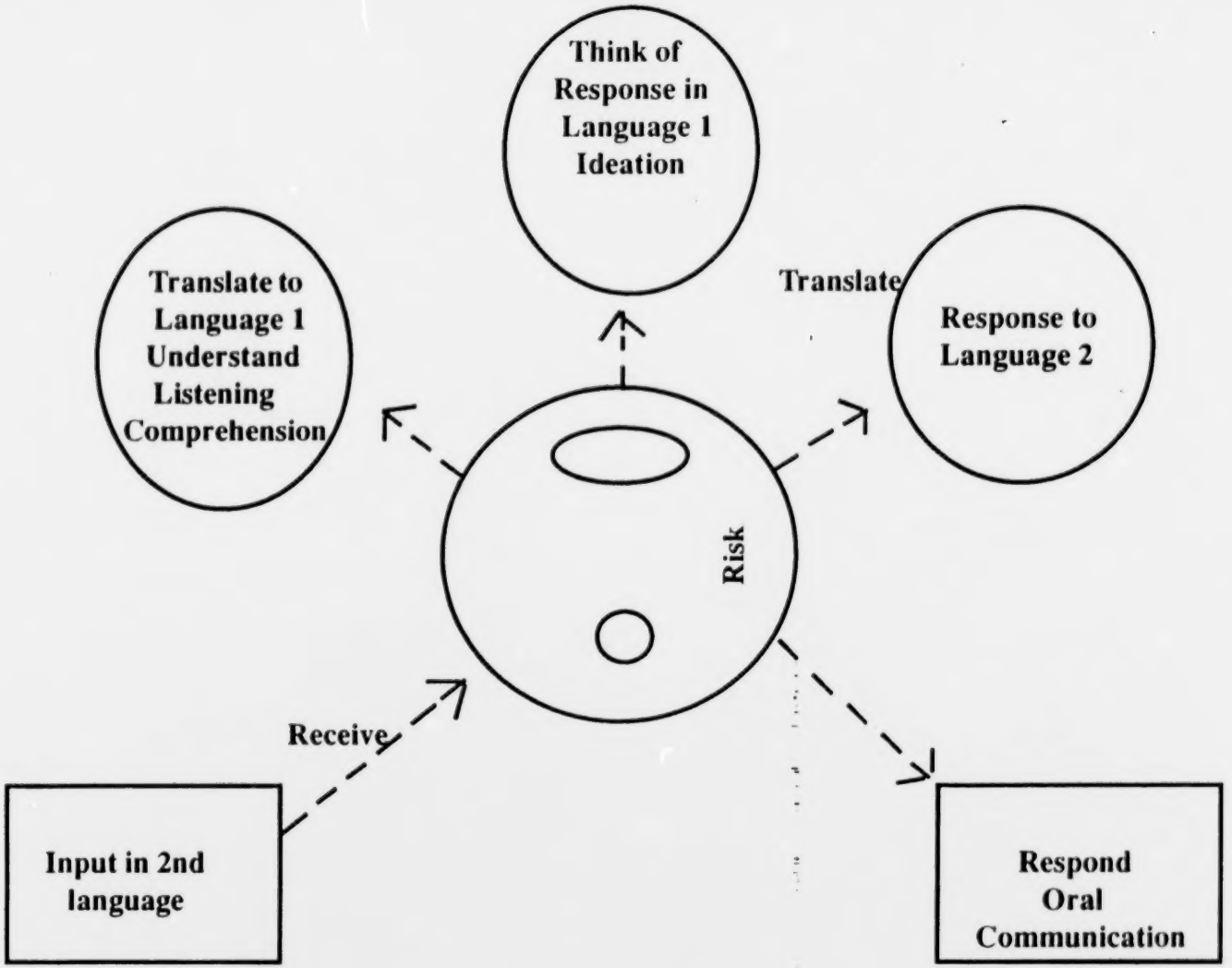
WHAT THE PLANNING TEAM SHOULD KNOW...

About the ABE Learner and the Issues of Dignity Self-Esteem:

About the ABE Learner's Sense of His/Her own Learning Ability and Learning Experiences:

About the ABE Learner's Sense of Motivation:

About the ABE Learner and His/Her Progress in the Basic Skills Classroom:


Think of
Response in
Language 1
Ideation
Translate to
Language 1
Understand
Listening
Comprehension
Translate
Response to
Language 2
Risk
Receive
Input in 2nd
language
Respond
Oral
Communication

ESL CURRICULUM
COMPREHENSIVE BASIC SKILLLS PROGRAM

ACADEMIC COMPETENCIES

NOVICE ESL LEARNER

1. Reading Competencies

   A. Recognition of letters of alphabet, numbers 1-100
   B. Recognition of common sight words, simple learned phrases related to immediate needs

II. Writing Competencies

   A. Writing of letters of the alphabet, numbers, own name and address, basic personal information
   B. Writing of common sight words

III. Listening Comprehension Competencies

   A. Understanding of simple isolated words
   B. Understanding of simple learned phrases

IV. Speaking Competencies

   A. Some control over very basic grammar
   B. Expressing of immediate survival needs using simple learned phrases
   C. Asking and responding to simple learned questions

BEGINNING ESL LEARNER

I. Reading Competencies

   A. Reading and understanding simple learned sentences and some new sentences
   B. Reading and understanding of short simplified materials

II. Writing Competencies

   A. Writing of common words and simple phrases
   B. Writing of short simple sentences

III. Listening Competencies

A. Understanding of simple learned phrases
B. Understanding of simple new phrases

IV. Speaking Competencies

A. Control of very basic grammar
B. Asking and responding to directions question on familiar and some unfamiliar subjects
C. Clarifying general meaning by simple rewording
D. Speaking with creativity

INTERMEDIATE ESL LEARNER

I. Reading Competencies

A. Reading and understanding of simplified materials on familiar subjects
B. Beginning attempt to read non-simplified materials

II. Writing Competencies

A. Performing basic writing tasks including short personal notes or letters
B. Completing non-simplified forms

III. Listening Competencies

A. Understanding of conversation containing some unfamiliar vocabulary
B. Understanding of conversation without face-to-face contact (e.g. telephone, television)

IV. Speaking Competencies

A. Attempting to use more difficult grammar constructions
B. Continued speaking with creativity
C. Clarifying meaning by rewording
D. Functioning independently in most situations

ADVANCED ESL LEARNER

I. Reading Competencies

A. Reading and understanding most general non-simplified material
B. Reading and understanding most non-simplified job-related materials

II. Writing Competencies

A. Performing familiar writing tasks with reasonable accuracy
B. Performing job-related writing tasks with reasonable accuracy

GENERAL JOB-RELATED READING, WRITING, LISTENING AND SPEAKING COMPETENCIES - ALL ESL LEVELS

I. Reading Competencies

A. Recognizing common work-related common words and meanings
B. Recognizing common abbreviations
C. Skimming or scanning documents for relevant information
D. Reading charts, diagrams or schematics
E. Reading and acting on information from safety-related document
F. Reading various forms, machines or printouts

II. Writing Competencies

A. Entering appropriate information onto forms
B. Writing key technical abbreviations
C. Spelling of key technical vocabulary
D. Writing of brief general communications

III. Listening/Speaking Competencies

A. Responding to oral communications: directions, questions, instructions, etc.
B. Explaining situations
C. Requesting clarification and explanation of oral communications

AFFECTIVE AND BEHAVIORAL COMPETENCIES

The following outline of competencies should be addressed at every ESL level, according to the abilities of the learners.

I. Knowing How to Learn

A. Relating and recalling information
B. Relating and organizing information
C. Developing knowledge about resource availability and assessment, understanding how to find and use resources including supervisory and peer sources

II. Adaptability: Problem Solving and Creative Thinking

A. Reporting of machine breakdowns, safety hazards, etc.
B. Suggesting improvements
C. Willing to change routine, take on new job tasks

III. Personal Management: Goal Setting, Motivation

A. Assuming personal responsibility for work, responding appropriately to corporate culture
B. Following proper procedure for reporting illness or absenteeism

IV. Group Effectiveness: Interpersonal Skills, Team Work

A. Developing and enhancing team environment through peer-to-peer communication
B. Willingness to speak English in presence of peers and supervisors; does not use native tongue to "exclude" other workers
C. Allowing for diversity of other work group

V. Organizational Effectiveness

A. Identifying policies, procedures and functions of company
B. Realizing impact of his/her personal performance
C. Positively influencing the direction of others within the organization

CONDITIONS AFFECTING LANGUAGE ACQUISITION

PROGRAM RELATED CONDITIONS

- Intensity of instruction
- Class size
- Class composition (students)
- Entry\exit procedures and policies

STUDENT RELATED CONDITIONS

- Age
- Education
- Native language
- Native language literacy
- High student motivation
- Health
- Regular attendance of students
- Use of English outside of class

* US Department of Health and Human Services, MELT Project, 1985.

QUINSIGAQMOND COMMUNITY COLLEGE
WORKPLACE EDUCATION PROGRAM ORIENTATION
WORKSHEET

WHAT THE PLANNING TEAM SHOULD KNOW...

About the ABE Learner and the Issues of Dignity Self-Esteem:

About the ABE Learner's Sense of His/Her own Learning Ability and Learning Experiences:

About the ABE Learner's Sense of Motivation:

About the ABE Learner and His/Her Progress in the Basic Skills Classroom:

CASE STUDY: CONFIDENTIALITY

Scenario One:

In his ESL class at an auto parts factory, Jorge is teaching a unit on safety hazards. In the course of class discussions, students have revealed to him what they consider to be hazardous working conditions in their workplaces.

What options does Jorge have in dealing with this information?

Scenario Two:

Kathy teaches a basic math class in a fairly large high tech company. One of her students reveals to her that she (the student) is upset and embarrassed because her name appeared on a company-wide congratulatory list of employees who had completed a basic skills class. Kathy decides to share this information with the company contact for the program, who was also the person who published the list.

Evaluate Kathy's decision.

Scenario Three:

Belinda is part of a reading skills class where she works. It is a small company where most employees know each other. Several times during class, Belinda has made clearly audible criticisms of a co-worker who is not part of the class.

How should the teacher handle this situation?

TROUBLESHOOTING WORKPLACE EDUCATION
INSTRUCTOR PROBLEMS

Scenario One: The Condescending or Patronizing Instructor

Steve is teaching a Reading Skills Improvement class at a local ball bearing manufacturing plant. His students come to him after their shift; the jobs they perform involve handling the frequently dirty product before it is shipped to the customer. As a beginning activity to the class, Steve discusses what they will be doing, but also offers a range of learning opportunities available to the workers so that they can rise above the basic jobs they are now performing. He tries to make sure that everybody understands that education is the way out of low level, menial jobs. At home, Steve shares with his wife his inability to imagine how anybody with any detemination would be willing to do the jobs his students perform.

What's Steve's problem?

Scenario Two: The Overnurturing Instructor

Virginia teaches low-intermediate ESL to a group of Asian and Hispanic employees at a small town nursing home. The students have been in Virginia's class for some time. Over the months, Virginia has developed close ties with her students: they feel free to call her at home; she takes them to medical appointments when necessary, and makes telephone calls for them when they encounter difficulty. When they have a problem at work, she speaks directly to the supervisors on behalf of the students. Her teaching assignment at the nursing home is to help provide the students with English skills which will help them improve their communication skills on the job.

What is Virginia doing wrong?

CASE STUDY

Company X is a high-tech manufacturer. Corporate management has, within the past few years been introducing a team based approach and SPC to their workforce. The workforce is made up primarily of immigrants from Portugal, India and Southeast Asia, many of whom have been in this country for many years and who do not speak English as well as is necessary to implement new work styles easily and effectively. The Human Resource Manager can see the need for ESL instruction and has convinced upper management to accept available grant money to fund the program.

The ESL program has begun with an enthusiastic planning team in place and an enrollment of about 25 students.They are going to classes for four hours per week, one-half of which is paid release time. A qualified English teacher, approved by the Human Resource Manager, was hired. The Planning Team is working on the decision of which book to buy for the class.During the hiring interview the teacher was instructed by the site-coordinator that contextual curriculum based on work-related materials is the foundation of QCC's approach to workplace education.

The classes are being held four days a week in a conference room where people working in the offices pass by on a regular basis. Often the Human Resource Manager, the company President or the Executive secretary to the President "stop by" to see how things are going or to offer suggestions to the teacher on company related materials which should be addressed in class.

After several weeks of classes the teacher has related to the site-coordinator that she, the students, and the company President all feel uncomfortable with the fact the the students don't have books. Production schedules are tight and the HR Manager has mentioned to the teacher that having the employees away from the floor for a total of two hours a week is creating problems. The President of the company often tries to engage the class members in conversation in the hallways in order to judge their progress with English. A couple of days ago The HR Manager mentioned to the teacher that an assessment test of some kind would be a good idea in order to justify the company investment in release time. The student's communicated to the Executive secretary and to their supervisors that they really weren't learning anything and disliked some of the materials being used.

The workplace education staff and the funding agency all want to keep the program going. What are the embedded problems in this program? What do you see as possible solutions?

PROBLEMS SOLUTIONS

BASIC SKILLS ANALYSIS PROCESS OVERVIEW

INTERVIEW.....identify critical tasks

GATHER.....work related materials

ASK.....about work processes, etc.

EXPLAIN.....targeted workers explain their jobs

OBSERVE

TAKE NOTES

ANALYZE

WRITE

SUBMIT....for review

USE

QUINSIGAMOND COMMUNITY COLLEGE
BASIC SKILLS ANALYSIS

PROCESS INTENSE MANUFACTURERS 1 AND 2

JANUARY 1992

Competencies, Job Tasks, and Embedded Basic Skills

I. Competency: Knowing How to Learn

Job Tasks: (as stated in job description):

A. Applies and transfers skills learned in training by efficiently and accurately completing job tasks
B. Responsible for learning specific job processes within an area. Must develop an understanding of machine/ product capacity and scheduling
C. Learn electronic communications tools and other appropriate/required computer systems

Basic Skills:

A. Ability to relate and recall information
B. Ability to relate and organize information
C. Ability to develop knowledge about resource availability and assessment; understand how to find and use resources, including supervisory and peer sources
D. Ability to problem solve

II. Competency: Reading, Writing and Computation

Job Tasks:

A. Able to comprehend, read/or write instructions and specifications
B. Take readings from process system monitor
C. Perform lot recordkeeping through written logs or data entry through menu-driven programs
D. Calculate lot yields based on established basic calculations and methods and report results to co-workers, supervisor, or production planning
E. Collect statistical process control data and compare data against control specifications, use measurement equipment, and enter data into menu-driven computer systems for pass/fail tracking, serial tracking, material handling tracking and equipment status

2. Ability to transfer numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms (all documents as mentioned above)
3. Ability to write key technical abbreviations on forms (all documents as mentioned above)
4. Ability to spell task-related words and abbreviations correctly (all documents as mentioned above)
5. Ability to generate brief written communications for use in electronic mail transmissions
6. Ability to complete job-related forms such as benefits material, application forms, etc.

Computation Skills:

1. Ability to use addition, subtraction, multiplication and division to solve problems with single and multiple digit whole numbers (*statistical process control tasks, Lot Traveller form,*)
2. Ability to solve problems with decimals in one or more places (tolerance ranges from *Dimension sheets*)
3. Ability to plot data in the form of a histogram (*Statistical Process Control Sheet*)
4. Ability to convert fractions to decimals, decimals to percentages, common fractions and mixed numbers to decimal fractions
5. Ability to calculate ranges and averages (*Statistical Process Control Sheet*)
6. Ability to use a calculator to perform basic arithmetic functions
7. Ability to use a measuring device to determine an object's weight, distance, or volume (*Dimension sheets and other schematics*)

III. Competency: Oral Communication

Job Tasks:

A. Work closely with manufacturing trainers or senior level manufacturers and/or from written/verbal instructions and process specifications
B. Detect and report improper equipment operation, faulty equipment, defective material or product and unusual conditions to senior level manufacturer or supervisor

Basic Skills:

A. Thorough knowledge of job related vocabulary
B. Ability to follow oral instructions either to remedy a problem or as a result of training
C. Ability to respond to questions and make statements of explanation and clarification
D. Ability to explain when instructions are not understood

E. Ability to respond appropriately to reprimands, to ask for permission to be away from the job, to participate in informal social exchanges involving peers and supervisors

IV. Competency: Adaptability: Problem Solving and Creative Thinking

Job Tasks:

A. Inspect product visually with microscopes and/or electronically and monitor product performance
B. Work collaboratively with peers and supervisor(s) to initiate problem identification and solution efforts

Basic Skills:

A. Willingness to report with confidence on machine breakdowns, accidents, safety hazards, etc.
B. Ability to suggest improvements or make other problem solving suggestions
C. Ability to be flexible: willingness to try new job tasks, change routines or take risks

V. Competency: Personal Management: Goal Setting/Motivation/ Personal and Career Management

Job Tasks:

A. Use of judgement required to follow directions, procedures and methods consistent with disciplines in Process Intense Manufacturing
B. Accepts direct hands-on responsiblity for equipment at each operation
C. Personal health surveillance may be required depending on position or type of work, i.e. requirements in a clean room environment
D. Safety responsibility includes following environment policies and procedures and following safety rules and regulations; accidents possibly effect 1-5 persons in the area
E. Must maintain an extremely clean and orderly work area
F. Must understand and practice clean room protocol and safety procedures

Basic Skills:

A. Ability to assume personal responsibility and to respond appropriately to values and requirements of the corporate culture
B. Ability to judge when personal health problems may affect the workplace; the ability to follow the proper procedure for reporting illness or absenteeism

VI. Competency: Group Effectiveness: Interpersonal Skills, Negotiation, Teamwork

Job Tasks:

A. Develop and enhance the team environment through frequent peer-to-peer communications
B. Work collaboratively with peers and supervisors

Basic Skills:

A. Ability to work with peers directly, rather than ask an "interpreter" to intercede
B. Ability to willingly indicate when a communicaton from a peer/supervisor is not understood
C. Ability and willingness to speak English in the presence of peers and supervisors: does not use the native tongue to "exclude" other workers
D. Does not allow differences between ethnic groups to impair group productivity

VII. Influence: Organizational Effectiveness/Leadership

Job Tasks:

A. Exhibit critical care toward own work/tasks necessary to prevent injuries to others
B. Assist other employees as necessary and act as a training resource to co-workers (Process Mfgr. 2)
C. Develop and enhance team environment through frequent peer-to-peer communications

Basic Skills:

A. Ability to identify policies, procedures and functions of the company
B. Ability to realize the impact of his/her personal performance
C. Ability to influence the direction of others within the organization

BASIC SKILLS ANALYSIS

REPRESENTATIVE VOCABULARY LIST

air bearing surface
align
alsimag
aluminum
aluminum plate
automation
bar
bar length
bar slice
bond
bonding
bowing
chipping
comets (acronym)
concave
condition
contamination
convex
coplanarity
copper plate
coplanarity
datum cut
device
diamond paste
double sided lapping
edge blend
effective track width
electroglas
ellipse
end reference measure
flexure
fixture
glaze cut
grinding
grinding cut
head
lapping
part off
plane
plates
poles
pole tip
recession
puck
rail define
rail relief
ramp
ramp lapping
reads (function of the computer head)
rings
row
shallow cut

slider
slider fab
substrate
through cut
transfer tool
ultratech
wafer
zero throat

REPRESENTATIVE EQUIPMENT USED

microscope
wrist strap
wrist strap monitor
deionizer blower
microscope eyepiece reticle
ceramic tweezer

Fall 1992

Hospital Employee Education Program
Summary Report: Basic Skills Analysis

Quinsigamond Community College and Hospital collaborated on the Basic Skills Analysis of three areas of the hospital; Building Services (housekeeping), Food Services (dietary) and Laundry. An on-the-job observation was carried out by three members of the Quinsigamond Community College staff, assisted by the management of the above departments of the hospital. Observations were conducted at the hospital in October, 1992.

The Basic Skills Analysis was one aspect of a comprehensive educational program to which Hospital has made a substantial commitment. It was conducted in order to provide an understanding of the basic skills needed to successfully complete its tasks and to assist in the development of a curriculum relevant to St. Vincent's employee needs.

PROCESS

The BSA began with a preliminary meeting conducted by Quinsigamond Community College representative, Joyce Jackson, and attended by seven Hospital employees, three from management and four service employees representing each of the departments and shifts. The meeting focused on promoting the interests of the hospital in employee development and its desire to respond to the needs of its employees. The procedure of the basic skills analysis and its purpose (curriculum planning) were outlined and the assistance of the planning team was requested. Preliminary plans for recruitment of employees and class start-up were also discussed at this time. The response was favorable and enthusiastic and appointments were set for on-the-job observations by the Quinsigamond Community College team.

Observations were scheduled in a three hour time block On October 15, 1992. Joyce Jackson, Ruth Schwendeman and Marylou Piekos met with designated supervisors in the Building Service, Food Services, and Laundry departments. On-the-job observations were followed up by an analysis of the findings and of the documents utilized on-the-job.

The information has been compiled into five Basic Skills Areas: Oral Communications, Reading, Writing, Critical Thinking and Math. Additionally, an inventory of materials read on the job and a vocabulary of frequently used words has been compiled.

The attached sheets indicate the format used to gather data both in the pre-observation, group interview and in the on-the-job observations.

Fall 1992

HOSPITAL
BASIC SKILLS ANALYSIS

BUILDING SERVICES, DIETARY, LAUNDRY

Materials Read on the Job

*assignment schedules
*bed status report
*procedure and usage worksheets
*where to find information, etc.

Information on:

*code red
*emergency preparedness
*smoking
*patient isolation room cleaning
*personal protective equipment and universal precautions
*appearance (dress code), personal hygiene
*employee injury
*vacation schedules
*mixing chemicals
*incident reporting
*MSDS request forms
*menu choices
*tray layout diagrams
*recipes
*patient names

BUILDING SERVICES/FOOD SERVICES

Products and Equipment Used:

*cleaning chemicals

*cleaning equipment

*all gauges on washing machines

*scales (laundry)

*cooking equipment

*commercial laundry equipment

ORAL COMMUNICATION SKILLS
(includes speaking and listening)

Employee should be able to:

- communicate clearly in English
- articulate problems, questions, solutions to co-workers
- interact with co-workers, supervisors, nurses, patients, visitors, customers etc. (example: respond to questions)
- explain a sequence of events
- receive and understand oral information from various speakers in work-related contexts
- perform job tasks accurately based on oral instructions
- report on job-related situations
- formulate job-related situations

WRITING SKILLS

1. Production of written symbols

Employee should be able to:

- write all communications legibly
- capitalize and punctuate correctly
- spell task related words and abbreviations correctly

2. Recording information

Employee should be able to:

- enter appropriate information onto a form
- record accurately, information that involves phrases or more than one sentence
- transfer numbers, amounts, weights, days and dates from equipment or written sources onto appropriate sections of forms

BUILDING SERVICES/FOOD SERVICES

READING SKILLS

1. Vocabulary

Employee should be able to:
- recognize and determine the meaning of common words and hospital specific terminology
- recognize and read task related words with technical meanings;
- read and interpret common abbreviations, codes and symbols

2. Literal Comprehension

Employee should be able to:
- identify factual details and specifications within a text (i.e. on chemical labels, hospital standard operating procedures, health and safety notices, memos, dietary specification, etc.)
- follow sequential directions to read and complete a task
- determine the main idea of a written document

3. Locating information within a text

Employee should be able to:
- SKIM AND SCAN TO DETERMINE RELEVANT INFORMATION (example: on isolation signs, precautionary memos, personnel information)
- locate specific information to answer questions (example: linen reporting forms, bed status reports)
- use a completed form to locate information and complete a task

4. Comparing and Contrasting

Employee should be able to:
- select parts of text or visual materials to complete a task
- identify similarities or differences in objects (example: identifies and selects appropriate products for specific cleaning tasks, identifies and selects appropriate foods indicated on a menu, etc.)

5. Recognizing Cause & Efflect

Employee should be able to:
- use common knowledge for safety
- apply preventive measures prior to task to minimize problems (example: apply universal precautions.
- select appropriate cause of action in an emergency

BUILDING SERVICES/FOOD SERVICES

CRITICAL THINKING SKILLS, DECISION MAKING SKILLS

Employee should be able to:

- follow a sequence
- understand cause and effect involving multiple variables
- identify what is missing (example: incomplete information on a form or status report)
- move from the general to the specific
- transfer and apply understanding to new situations
- share a problem when it arises
- decide when to accept or reject items for processing (example: laundry)

MATH SKILLS

APPLICATION OF COMPUTATION SKILLS IN THE WORKPLACE

Employee should be able to:

- read, write and count single, multiple digit whole numbers
- add and subtract single and multiple digit numbers
- use addition, subtraction to solve problems with single and multiple digit whole numbers (example: laundry records)
- record numbers on forms (example: recording weights)
- read numbers from measuring devices (example: scales)

BUILDING SERVICES/FOOD SERVICES

___ _____ HOSPITAL

LIST OF FREQUENTLY USED WORDS

Frequently Used Words:

*sanitize
*status
*strip
*make, remake
*inspect, inspection
*procedure
*infection, infectious, infective
*hazardous
*remove
*replace
*material
*solution (s)
*impervious
*contaminated
*incineration
*sharps
*container
*equipment
*caution
*pre-caution
*patient
*separate
*door jams
*germicidal
*detergent
*saturate
*don
*effective
*ineffective
*dispose, disposable
*fasten
*exposed
*spill
*seepage
*sage bucket
*identify

JOB ANALYSIS....

PRE-OBSERVATION GROUP INTERVIEW

Prior to the discussion about actual job tasks, the climate must be set in order to create the most productive information gathering session. Briefly discuss with the group the following points:

- Explain the process of gathering information and task analysis

- Explain how findings will be used (curriculum planning)

- Explain that we will be observing NOT how well they do their jobs, but WHAT they do on their job, and what basic skills they use.

DISCUSSION (ask the following ?'s and note repsonses in space provided):

1. What are the ways you communicate important information to your fellow workers?_____
   _____

2. When do you use these skills in your work?

   Reading:_____

   Writing:_____

   Math:_____

   Decision making/problem solving:_____

3. How are you trained to do your job?_____

   _____

4. How are you trained to deal with changes on your job?_____

   _____

5. What kind of skills should newcomers have?_____

   _____

____ ___ __ __ Hospital.... Job Task Observation

READING ACTIVITY DESCRIPTION... What did the worker read?

Typical materials
Read.....

WRITING What was written?... on which forms?

Forms:

ORAL COMMUNICATIONS To whom? Why?

COMPANY TOUR

Doris

JOB ANALYSIS -

Worker Title: Assembly slider to suspension HGA Gimble

Observer: Kathy

Date: 11/21/91

"have certain commitment to meet but quality is stressed over quantity."

OBSERVATION LOG

READING (Type)	WRITING	MATH	CRITICAL THINKING	TOOLS
machine tags Safety signs Traveler Form Build sheet data on tests what wire needs to look like.	fill in numbers oper/date # passed rejected # sent through. write reasons amt & type	# in it how to build need to know resistance #	tracker. be able to read distinguish b/t current Process or alternat.	tweezers & fixing- mechanical scores

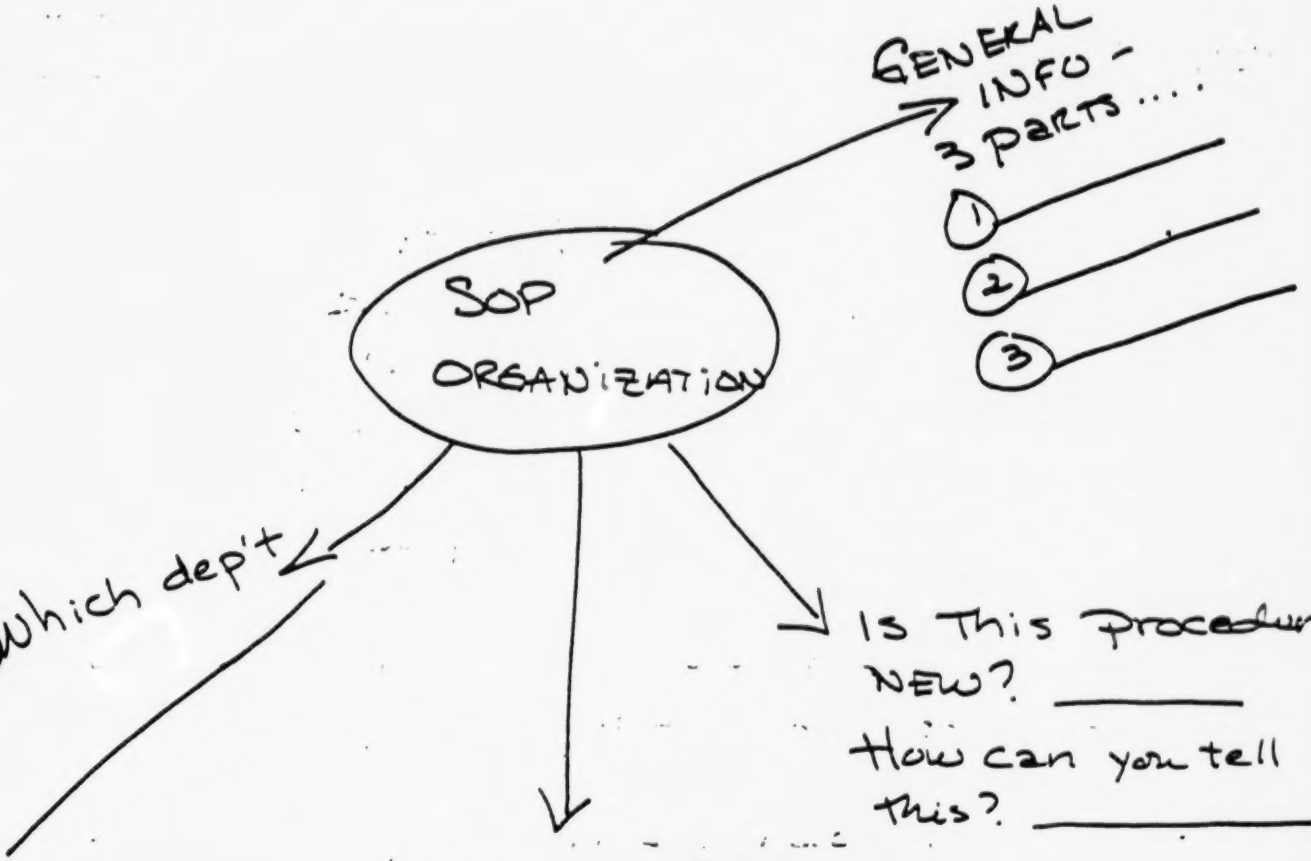
"C"	"A"
X	X
	X
X	X

Employee Evaluation Procedures written math.

SOP

Packaging / Parenterals

ANSWER THESE QUESTIONS:



Vocabulary: find These words on The SOP --- what do They mean?

encompass	applicable
respective	withdrawn
foreign	dispense
receptacles	debossed
ejection	weighed
prior	components

collated
manually
reconciliation

Verbs:
check
load
deboss
consult
place

- Try to use each new vocabulary word in a sentence of your own.

Answer: Put down the reference # from the SOP.

ARE all products packaged this way?
Which ones are? _____ _____

Who should follow these steps? _____
What are the names of the parts of this procedure? _____ _____

_____ _____ _____

- What should be done with material foreign to the batch? _____

Where are reject syringe packages collected?

- Where do you find The cage for This operation? _____

Who verifies The completed line clearance? _____

Cage items must be checked against _____.

Complete _____ before starting the Packaging LINE.

- What should be written on the samples? _____

Where do you put The samples? _____

Which items need to be present before a carton is released? _____ _____ _____

How does the machine determine That all items are present? _____

This packaging operation involves how many machines? _____ What are They? _____ _____

- If the machine jogs there is possible _____. Check the _____

STANDARD OPERATING PROCEDURE

PROCEDURE NO. 0310.061 REV. 4 EFFECTIVE DATE 7/23/91
DEPT. Packaging - Parenterals PAGE 1 of 6

TITLE Packaging Procedure for 5ml and 10ml Syringe Products

PURPOSE:

To outline the overall procedure by which the 5ml and 10ml syringe products are packaged.

SCOPE:

This SOP refers only to the operation of the facility. This procedure is limited to the Packaging Department. It will encompass all steps required for proper packaging of these units.

RESPONSIBILITY:

It is the responsibility of the applicable Department heads, Managers, and Supervisors to see that the operation is carried out in the manner specified herein. It is the responsibility of the operating personnel to insure that they follow the steps described and to notify their Supervisor immediately if they cannot.

Any change in the procedures contained herein must be made through the Standard Operating Change procedures.

Approved by:

Department Approval: Stephen P. Grenier Date: 7-22-91

Q.A. Approval: [signature] Date: 7-23-91

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TITLE Packaging Procedure for 5ml and 10ml Syringe Products

PROCEDURE:

1.0 PREPARATION

1.1 Set up IWKA Model CP-150 Cartoner (SOP Operation Procedure for the Syringe IWKA Cartoning Machine), Kiener Stretch Wrapping Machine, and Garvens Checkweigher, and the RM-3 Carton Sealer (SOP Operation Procedure for the RM-3 and RM-3s Carton/Case Sealers) according to their respective SOPs.

1.2 Check machinery, trash containers, and the immediate surrounding area for all product, labeling, components and paperwork foreign to the batch to be packaged.

1.3 Identify the Packaging area with the proper batch number and expiration date.

1.4 Place the receptacles at the ejection points of the IWKA Cartoner in order to collect the reject syringe packages (if any).

1.5 Move in cage received from the Label Control Department to a designated area in the syringe bay.

1.5.1 Complete line clearance part of Batch Paper and have IPM verify that line is properly cleared.

1.5.2 Check each item in cage against the Bill of Materials on the Batch Paper for proper identification and for total amounts received. Do not use any material which is not properly marked.

1.6 According to the Bill of Materials, move pallets of individual cartons, Kiener film, plunger rods, corrugated cases, government shippers, received from the warehouse, to a designated area in the syringe bay.

1.6.1 Check each item against the Bill of Material on the Batch Paper for proper identification and for total amounts received. Do not use any material which is not properly marked.

1.7 Complete Packaging checklist prior to starting Packaging Line.

1.8 At the start of packaging, place one sample of each of the following items into the Batch Paper Envelope: Insert(s), Coded Individual Carton(s), and a Case Label.

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1.8.1 It is possible that more than one sample per item will be needed due to changes in Quality Control numbers. Write the Quality Control number onto the samples.

1.9 Place an empty pallet onto the floor protector pad. Check the pallet(s) to be sure that all labeling and component material foreign to the batch has been removed.

2.0 PACKAGING OPERATION - An assembled syringe is first placed onto the IWKA infeed conveyor, the conveyor transfers syringes into the product buckets. The hopper feed drops one plunger rod next to each syringe. When applicable, a leaflet is withdrawn and folded on the leaflet folding unit and placed in front of each syringe. If a syringe, plunger rod and leaflet are present, a carton will be dispensed and a pushrod will load everything into the carton.

Cartons are then debossed with the batch number and expiration date, and a bar code reader checks each box for proper bar code. Both end flaps are then glued shut and the carton is discharged beneath a Videojet printer which prints batch number and expiration information on the cartons front panel. Packages are then weighed on the Garvens Checkweigher for missing components. All good packages are then transferred to a Kiener stretch wrapping machine where 10-packs are collated. A leaflet is placed on top of each 10-pack when applicable, and then discharged into the shrink tunnel. Ten packs are then visually checked for defects and leaflets. Five 10-packs are manually loaded into cases.

2.1 Before the packaging of syringes can begin, check to see if the Insert, Carton Bar Code Reader and Garvens Checkweigher are working properly.

2.2 Load the inserts into the Insert Magazine (IWKA Cartoner or Kiener Shrink Wrapper) according to product type. Consult BOM, when one insert per unit is needed.

2.2.1 Keep the Insert Magazine filled up during the packaging operation.

2.3 Load the rods into the hopper (IWKA Cartoner) according to SOP.

2.3.1 Keep the plunger rod hopper filled during the packaging operation.

2.4 Load individual cartons into the Carton Magazine (IWKA Cartoner) according to SOP.

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2.4.1 Keep the Carton Magazine filled up during the packaging operation.

2.5 Start the Garvens Checkweigher, Videojet, IWKA Cartoner and Kiener Stretch Wrapping Machine according to their respective SOPs.

2.6 Spot check cartons inside the stretch wrapped package for proper closure, lot number, expiration date, and overall appearance.

2.7 When cartoned syringes fail to meet the required standards, remove the package(s) from the line to a holding area.

2.7.1 Return acceptable packages or syringes to the operation.

2.7.1.1 When the machine has been in a jog mode, the operator will check for possible breakage at the push in station. The first 10 consecutive packages will be checked.

2.7.2 Discard rejected inserts and individual cartons into the waste bin.

2.7.3 Store rejected syringes in containers marked "Rejects" for later count and disposition.

2.7.4 Return all acceptable plunger rods to the operation.

2.8 Manually pack 5 stretch wrapped packages into each corrugated case.

2.9 When packaging the additive syringes, manually place fifty (50) da-glo labels into each corrugated case so that the labels rest on top of the stretch wrapped packages.

2.10 Manually place a case label indicating lot number, expiration date, and product identification in the middle of the front panel (opposite the printed panel) of each corrugated case.

2.10.1 Case labels may be applied to the corrugated case prior to packing.

2.11 A case sealing machine tapes the top and bottom of the corrugated case and discharges the case onto an accumulation conveyor.

2.12 Place finished cases on pallets according to the SOP for Pallet Configurations for 5 ml and 10 ml Syringe Products.

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2.13 Place completed pallet at the finished goods holding area.

2.14 Repeat steps 3.1 through 3.15 until all acceptable syringes of the batch have been packaged.

3.0 GOVERNMENT CONTRACTS

3.1 Follow steps 1.1 through 3.13 of this procedure.

3.2 A case sealing machine tapes the top and bottom of the corrugated shipper and discharges the shipper onto an accumulation conveyor.

3.3 Place finished cases on the pallet so that case labels face inward (not exposed).

3.4 Repeat steps 4.1 through 4.4 until the government portion of the batch is completed.

3.5 Manually place a case label indicating lot number, expiration date, and product identification in the middle of the front panel of the corrugated case.

4.0 HOUSEKEEPING OPERATIONS - During the packaging operation it is the responsibility of the operators to keep the work area clean.

4.1 Clean floors of any debris and dispose in appropriate containers.

4.2 Replace filled trash containers with empty ones.

4.3 Keep machine surface area clean of any unnecessary packaging materials.

4.4 At the completion of the batch, clean machines and area according to their respective SOPs.

5.0 RECONCILIATION

5.1 Remove all syringe product, labeling, raw materials, and paperwork from the work area.

5.2 Count and reconcile the number of syringes processed through the Inspection and Packaging areas according to the Batch Paper.

5.3 Count and reconcile the number of inserts labeling, da-glos,

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individuals, and other raw materials (if required) processed through packaging according to the Batch Paper.

5.4 Check the Batch Paper for any missing information or signatures.

5.5 Return Batch Paper, unused packages of inserts, unused packages of da-glos (if applicable), to Label Control in a locked cage. See specimen on the last page of the SOP. Reconciliation of batch papers must be completed promptly.

5.6 Return unused individual cartons, plunger rods, corrugated cases, (when changing size or concentration) to the warehouse according to SOP.

5.7 Place rejected syringes into trash bins marked "Reject Glass". Move bin(s) of rejected syringes to the compactor room where they will be stored in a locked cage until destruction.

5.8 Place all rejected inserts, labeling, da-glos, case labels, and individual cartons into plastic bags.

5.9 Place plastic bags of rejected materials into trash bins marked "Paper Only" and move bins to the compactor room for further destruction and disposition.

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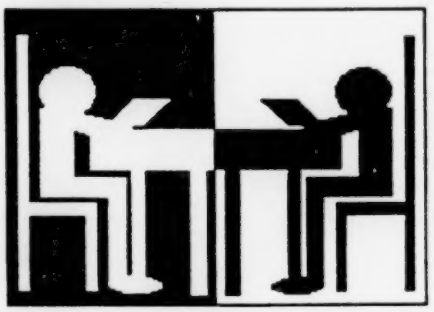
BCEL BUSINESS COUNCIL FOR EFFECTIVE LITERACY

ADULT LITERACY: PROGRAMS • PLANNING • ISSUES

A Newsletter For The Business Community

NO 22 JANUARY 1990

STANDARDIZED TESTS: Their Use & Misuse



Say "test" to nearly anyone – student, teacher, administrator – and the face clouds over. Beyond the simple fact that testing by its very nature tends to intimidate, there is good reason for this reaction. Indeed, in recent years the entire subject of testing and assessment has come into intense scrutiny at all levels of education from the lower schools on up. In adult literacy the issue has assumed particular relevance.

In April 1988 Congress enacted legislation which for the first time calls for using standardized tests to evaluate ABE and ESL programs funded under the Adult Education Act. The Adult Education Amendments of 1988 (Public Law 100-97) and the implementing regulations of the U.S. Department of Education (August 1989) require that the results of standardized tests be used as one indicator of program effectiveness.*

For the adult education and literacy community this new mandate brings special urgency to what was already a matter of growing concern: the use and misuse of standardized tests.

From the sheer volume of standardized test-giving, it would appear that we are a nation obsessed. For example, a study by the National Center for Fair and Open Testing estimates that U.S. public schools administered 105 million standardized tests during the 1986-87 school year alone. This included more than 55 million tests of achievement, competency, and basic skills which were administered to fulfill local and state mandates, some 30-40 million tests in compensatory and special education programs, two million tests to screen kindergarten and pre-kindergarten students, and 6-7 million additional tests for the GED program, the National Assessment of Educational Progress, and the admissions requirements of various colleges and secondary schools.

A major reason that standardized tests have come into such pervasive use is that they are relatively easy to administer on a wide scale, no small matter when dealing with a large population. Moreover, they are viewed by their advocates as scientific measuring instruments that yield reliable and objective quantitative data on the achievement, abilities, and skills of students, data that are free from the vagaries of judgment by individual teachers. Because the tests and the conditions under which they are administered are (theoretically) constant, except for the skill being tested, they are thought to be useful for comparing a person's ability from one time to another, as in pre- and post-testing. By the same token they are viewed as useful for evaluating program effectiveness – and by extension as a tool for improving educational quality.

However, as standardized tests have come into sweeping use throughout education and employment, so have complaints about them and challenges to their validity. They have been the subject of criticism in congressional hearings and state legislatures, and are increasingly the subject of lawsuits in state and federal courts.

Not surprisingly, when the new federal requirements for standardized testing in ABE and ESL were set forth this past August, it was over the objections and protest of many members of the adult basic education community. [Note: See the Federal Register, August 18, 1989.]

The reasons are compelling. Assessment in adult literacy is a central issue with high stakes. The authority vested in these tests can determine the way programs are developed, what is taught, and the climate of teaching and learning. It shapes legislation and the funding policies of public and private agencies. It is tied to welfare eligibility for young parents. It drives government job training programs. It can deny entry into the military, or crucial access to a diploma or a job.

The growing concern of literacy service practitioners, theorists, and test designers, among others

(Cont'd on p. 6)

*Note to service providers: The new federal regulations stipulate that at least a third of local programs which apply for state ABE funding must be evaluated through the use of standardized tests. Thus, two-thirds of the programs can opt not to use standardized tests. Programs are advised to sort the matter out with their respective state ABE directors. To assist program managers, the Division of Adult Education and Literacy of the U.S. Department of Education is currently preparing a report on testing and assessment in adult basic skills and English-as-a-Second-Language programs. The report will be available early in 1990.

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BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman Emeritus, McGraw-Hill, Inc
President, BCEL

As this issue of the BCEL Newsletter goes to press, our nation is entering a new decade, and with the easing of international tensions the 1990s should provide many new opportunities to meet our domestic challenges. Among our highest priorities is adult illiteracy in both its general and workforce aspects. It is indeed encouraging that the administration, Congress, and the states are showing more and more understanding of literacy's priority need as well as a steadily growing resolve to provide the resources and programs required to meet that need.

Of special importance at this juncture are the landmark adult literacy legislative bills introduced in Congress by Senator Paul Simon and Representative Tom Sawyer. BCEL will continue to do all that it can in the coming months to help move these bills forward to a speedy and appropriate resolution. To this end, I again urge business leaders to take a more active role in speaking out on literacy both in Washington and in your state capitols.

The new federal bills, if enacted with their major provisions intact, will result in significant increases in public funding for literacy, especially workplace literacy. The business community is an essential partner in what must be a cooperative national effort – and now even more as we begin to see real progress. Your voices can be greatly strengthened if backed up by increases in your own grants and in-kind support to literacy groups in the field, including BCEL. Your extra push is vitally needed and will have an enormous payoff for our country and for business.

Finally, we face many substantive problems as we work to make literacy programs more instructionally effective and cost efficient. Our feature article is devoted to one such problem, testing and assessment, and we hope it will stimulate policymakers and program developers alike to a deeper consideration of the issues it raises. ■

STANDARDIZED TESTS

(Cont'd from p. 1)

in the field, is sparking much debate and a hard look at just what standardized tests actually test and for what purposes, and whether the results tell us anything of real value, indeed whether they are not harmful. It is also beginning to result in a search for alternative assessment approaches.

The complexities of the testing controversy are vast and beyond the scope of this general article, but opponents of standardized basic skills tests fault them for a host of reasons, some of which are discussed below. Objections tend to fall into two broad categories: their intrinsic defects, and their misuse.

Making Grade Level Comparisons

The most commonly used general literacy tests are off-the-shelf commercially-produced tests of reading achievement. Virtually all are "normed" on children. That is, their scores are based on the average performance of children at various grade levels. Because adults bring years of prior knowledge and experience to the acquisition of literacy skills, comparisons with the performance of children are considered by most experts to be inappropriate.

Test scores are usually in the form of grade-level equivalents. A person may score at a 4.2 grade level, meaning that he or she reads on the level of a [illegible] the second month of the 4th grade. Not only is [illegible]umiliating to people already the victims of pa[illegible]chool failure, charge the critics, but it is meaningless to tell adults of any age that they read like a nine-year-old. More importantly, it is not a useful measure of what adults can do in terms that are contextually meaningful and it does not point to an appropriate instructional program.

In fairness, it must be noted that the Test of Adult Basic Education (TABE) – which appears to be the most widely used of all general literacy tests and which has been mandated for use throughout New York State – has recently been improved. Analysts indicate that while TABE is still strongly tied to childhood norms, the newer version does make it possible to interpret test scores in relation to other adults in certain ABE programs, rather than to children. It also produces scaled scores rather than grade-level equivalents (though many administrators are apparently falling back on the grade-level scoring system they know because they find the scaling system hard to interpret).

Testing Trivial Sub-Skills

"TABE and other standardized general literacy tests are not a true representation of how people read," says Clifford Hill, Professor of Applied Linguistics at Columbia University Teachers College. "They force the reader to recycle very low level trivial details and don't really represent the reading process with all its complexity." The questions they pose deal with isolated, decontextualized bits and pieces of reading sub-skills such as word recognition, spelling, or paragraph comprehension. Questions are framed in a multiple choice format, and they dictate one right answer. There is no applied use of reading or math, no writing component, no higher order thinking or problem solving. "The way the tests are set up, the research shows that even people who read well often don't perform well on most reading tests."

Tom Sticht, one of the nation's pre-eminent test designers, agrees. Sticht notes, for example, that "people who wish to join the armed forces are excluded if they test anywhere from the 10th to 30th percentile in the Armed Forces Qualification Test. But the research shows that eight out of ten people in this category, when they were allowed in, completed their three years with satisfactory performance."

Knowledge Theory Ignored

Recent advances in knowledge theory point to the central role of prior knowledge in understanding or interpreting new information. But most tests exclude prior knowledge; in fact, they assert it as a virtue that they measure comprehension in a manner unaffected by a student's background knowledge. Yet, according to *What The Reading Tests Neglect*, a 1987 study by Anne Bussis and Edward Chittenden of the Educational Testing Service, "the best a person can do is merely repeat or slightly paraphrase the author's words... The upshot is that tests... tend to focus attention on the surface structure of text rather than on its underlying meaning..."

Literacy In A Vacuum

While it is well established that what constitutes literacy differs from one context to another, the tests treat literacy as a neutral mechanical skill unrelated to different communities and cultural and linguistic traditions. They assume that all individuals perceive information and solve problems the same way. Test results may therefore reflect differing styles, not differing abilities. By the same token, they tend to place superior value on one set of cultural assumptions over another.

Just recently, the National Academy of Sciences conducted a study (*Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery*) for the U.S. Department of Labor on the use of the General Aptitude Test Battery (GATB). They concluded that the test does not give equally valid responses for blacks, whites, and Hispanics, and recommended the use of "within-group" norms. In the end, they declared that no job seeker should be obliged to take the GATB because its negative aspects might outweigh its usefulness.

Testing Of What, For What?

While this central question should guide every test given anywhere, failure to honor it creates special mischief in the workplace. There, lawsuits claiming test misuse have become commonplace; in particular from general basic skills tests given to employees or job applicants that are unrelated to specific job requirements.

According to the experts, there is usually a high correlation between the ability to perform generalized skills and job-related skills, but this correlation is far from perfect and not an adequate basis for predicting a person's performance on a given job. "One of the things you've got to do whenever you're building a test to see if a person can or cannot perform the literacy requirements of a specific job is to design a specific test derived from the analysis of the job or the job field," notes Tom Sticht. "That way you can show that the test has content validity, or task validity. Only if you test the kinds of tasks that will have to be performed on a job, can you meet the legal requirements of being content or task-related. General literacy tests won't do that."

Confusing Learner And Program Evaluation

Standardized tests which examine what an adult has learned over a period of time are often used, or misused, as a substitute for full program evaluation. When someone wants to know how effective a program is, they look at the test scores.

The trouble is that test scores alone are not a reliable indicator of what a program has actually accomplished. For one thing, the tests usually are not linked to any particular curriculum; as a consequence there is apt to be a disconnection between what is taught and what is tested. For another, because little is known about the prior knowledge of

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learners or the learning they may have achieved elsewhere, the test scores may reflect information on skills not in fact taught by the program being evaluated. Furthermore, many elements that are critical to judging program effectiveness – internal management, quality of curriculum and teaching, retention rates – may well be passed over or downgraded in favor of the test scores.

In short, program evaluation is more than an aggregation of test results, and multiple instruments are needed to measure the effectiveness of discrete program components. "ABE is largely a field devoid of theory," notes Judith Alamprese, Director of Education and Training at the Cosmos Corporation, "so we don't really understand the relation between what we do and what we get. We need research to develop models that can do that."

Standardization: What It Means

At best, testing and evaluation is a highly complex enterprise with confusion even among the experts as to the meaning and appropriate use of different testing instruments.

Standardized tests, for example, are often confused with "norm-referenced" and "criterion-referenced" tests. This is a serious matter because a standardized test by definition is a test designed to be given under specified, standard conditions, whether or not it is norm- or criterion-referenced. (Norm-referenced tests are used to compare the performance of one group with the "normal" performance of some other group, or for comparing an individual's ability from one time to another, as in pre- and post-tests. Criterion-referenced tests assess a learner's gains according to some criterion or particular learning goal.)

A standardized test may be either norm-referenced or criterion-referenced, but if it is administered under non-standard conditions the results are next to meaningless. For instance, standardized tests are designed to be timed but sometimes are not, or at least not uniformly. An untimed test cannot usefully be compared to one that is timed. Sometimes tests are even taken apart and only certain sections used. Variations in the psychological state of the test-takers can also create non-standard conditions. Some people may be under stress because they are unprepared in test-taking strategies while others with more experience are more relaxed. Because of such differences, the point in a program at which a test should be administered is an important matter. (In New York City, where students are required to be tested within the first 12 hours of entering a program, savvy teachers give the tests at the 12th hour.)

Tests and measurements are a complex stew to begin with, but the problem is made worse by the fact that adult literacy programs are staffed in the main by part-time people and volunteers, and by people running programs who are not trained in assessment or have little professional preparation. "When put in the hands of novices, the test can actually amount to malpractice," observes Tom Sticht. "If you went to a physician who tested your blood for cholesterol but didn't use the test instrument the way it was designed to be used, ignored the time required for analysis of the blood or maybe combined the wrong chemicals in the analysis and then gave you a false number, you could sue the physician for malpractice. Because then you might walk out thinking you have no problem and indulge yourself in all kinds of things that wind you up in a heart attack. That may sound like a blatant example, but it's similar in education. When you misuse a test instrument you're representing information falsely to the learner and to the program sponsor, and eventually you open yourself to lawsuits."

CASAS And NAEP: An Advance

It is the opinion of some that all standardized tests are tarred by the same brush. But there is much agreement that two standardized testing systems represent a very strong forward movement: the Comprehensive Adult Student Assessment System (CASAS) and the National Assessment of Educational Progress (NAEP).

CASAS is keyed to life skills criteria established in the groundbreaking Adult Performance Level Study carried out by the University of Texas in the 1970s. It tests basic skills from a bank of some 4,000 test items, all meaningful in the context of everyday adult life. It serves as a diagnostic tool that places the learner at an appropriate level of instruction and contains pre- and post-test components for a systematic way of monitoring progress and moving the learner on to the next level. It tests the student for achievement independently of comparison with others, but has been normed on adult groups and thus can be used for more valid comparison across programs. The competencies tested are on a continuum that range from beginning through advanced levels of ABE and ESL. Teaching materials are used that teach what is going to be tested, coordinating the assessment with instruction. So far the teaching materials are comprised of commercially-available publications identified by CASAS as meeting the curriculum, though CASAS is presently developing some of its own materials.

Developed in 1982 for use by the state of California, the major contribution of CASAS is its focus on adult life skills, accurate placement, ongoing assessment for movement across levels, and linking curriculum to assessment. People who adopt the method are trained in how to administer the tests and how to interpret the scores which are based on a system of scales rather than grade-level equivalents. A number of states – including California, Connecticut, Maryland, Washington, and Oregon – have adopted CASAS for statewide assessment of their ABE programs, in large part to determine employment eligibility in JTPA and in welfare reform programs.

NAEP, in a new four-year multi-million dollar project funded by the U.S. Department of Education, may bring even further advances to the art of standardized testing. The project came about because Congress decided in the Adult Education Act of 1987 that it wanted a definition of adult literacy and an estimate of its prevalence. Building on its 1985-86 literacy assessment of persons aged 21-25, NAEP is developing a set of survey instruments to measure and estimate the literacy abilities of Americans aged 16-64, according to race, ethnic background, levels of education, gender, and the like. The new information should provide a valid base for making comparisons among regions of the country and also provide policymakers with data they need to make informed decisions.

NAEP's survey instrument will differentiate among three types of literacy: prose (newspapers, magazines, books), documents (charts, graphs, forms), and applied numerical activities (computing the cost of a meal or interest on a loan). Instead of multiple choice questions it will use open-ended exercises that require the test-taker to respond by actually using language and writing out the answers. The test will be designed to cover a gamut of ability from the most basic to the most advanced levels of graduate education. Thus, the data collected will be representative of the entire population (as compared to the CASAS which deals with populations at the adult basic education level). The long range goal of NAEP is to produce tests that program planners, in both general literacy and workplace settings, can use not only to diagnose individuals' skills problems but also to design suitable education programs.

Alternative Assessment Approaches

While both CASAS and NAEP are hailed as "better psychometric instruments" than we have had in the past, there are some who remain unimpressed.

"Better tests or not, they represent the psychometric mentality and some of us don't buy that," says Clifford Hill. "Even if you're using better test techniques, what you're measuring is still limited pieces of reading mechanics, and that's misleading. In the real world reading is a complex inter-related holistic process."

A growing number of practitioners around the country agree and have begun to explore alternative approaches to assessment. The perspective that guides these efforts is that the paramount purpose of assessment should be to help the learner achieve his or her goals; that what is assessed must reflect what the learner wishes or needs to accomplish; that the process must build on the learner's experience and strengths rather than deficits; that assessment is not something done to the learner; that it should not be externally imposed nor shrouded in mystery, nor separated from what goes on in the regular course of learning activity. Rather, it is postulated, assessment should be an organic part of the learning experience – an ongoing collaboration between the teacher, the learner, and the text, to review and refocus what should take place in the light of progress being made. It should not depend on a single procedure but a variety of procedures. And one of its major functions should be to produce feedback that will make programs more effective. Most of all, testing instruments should convey respect for learners.

The basic point in this line of thinking is that assessment is much more than testing. There are a host of measures that can serve as indicators of achievement – e.g. interviews on the use of literacy in contexts other than the program, interactive readings selected by participants for discussion, portfolios of student writing, observation by teachers and peers, simulations of tasks involving life skills, and performance demonstrations. Information derived from an array of indicators, collected over time and assembled into a descriptive package, can provide a rich view of learning and accomplishment.

A Young Movement

At present these ideas are more a set of principles than a systematic set of applications. In fact, a

(Cont'd on p. 8)

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ANDARDIZED TESTS

(Cont'd from p. 7)

major task confronting the field is to systematize alternative assessment approaches into strategies that can be used in a wide range of contexts. The challenge is especially difficult because by definition, "learner-centered" assessment is non-standardized. It varies with the context, from learner to learner and from program to program.

It is not known either whether all service providers, regardless of their organizational type and differing clienteles, need to gather the same kind of information, or whether funding agents can accept diversity in the reporting and be educated to understand and accept different ways of looking at program and student achievement. Relatedly, because evaluation is ordinarily for purposes of accountability or for admittance into jobs or other education, it is not clear how assessment data should be analyzed and reported out to various parties with often-incompatible purposes – i.e. the learner, the general or workplace literacy program, funders, and other groups. Two other problems also loom large: Descriptive assessment approaches are very labor intensive and ways need to be found to make the process more time- and cost-efficient. Moreover, the capacity of literacy practitioners to construct their own assessment procedures is presently limited, pointing to a tremendous staff development and ther training need.

e and other issues are currently being probed in iety of promising projects around the country. One of these is the *Adult Literacy Evaluation Project* (ALEP), a venture of the University of Pennsylvania's Literacy Research Center and the Philadelphia Center for Literacy. The ALEP effort, directed by Susan Lytle, is developing and examining evaluation procedures in some 70 adult basic education programs in the Philadelphia area.

Another is the *Adult Educators Development Project*, a program of the Lehman College Institute for Literacy Studies which is directed by Marcie Wolfe. Under a three-year research grant from the Fund for Improvement of Postsecondary Education, the project is bringing together practitioners from a mix of New York City literacy programs to examine alternative approaches across different settings with different populations.

Still another initiative is the *California Adult Learner Progress Evaluation Process* (CALPEP), developed by the Educational Testing Service (ETS) for the California Literacy Campaign. CALPEP is presently operating in more than 80 local libraries up and down the state, where some 15,000 adult students are taught by volunteer tutors. The system was commissioned by the California State Library (CSL) after surveying adult assessment practices nationwide. "We had such grave doubts about the standardized tests available that we felt them to be useless, if not worse," observes Al Bennett of CSL.

e state's literacy clientele is comprised heavily of ults with low skills levels, people for whom the were felt to be the most threatening and inappriate. So an alternate approach was needed.

Basically, CALPEP is a joint perceptual activity involving both students and tutors. Together they judge progress according to students' personal literacy goals and the uses of literacy in their daily lives. A statewide computerized data base allows local library programs to enter student assessment data which is then stored at a central location. This permits program administrators to monitor and quantify learner progress, to better match tutors with students, and to coordinate reporting formats for funders. With the first year of field testing now complete, plans are in process to develop a system to train volunteer tutors in how to implement the new procedures. Ron Solorzano of ETS, among others, stresses that a most significant aspect of CALPEP is that it was initiated at the state level and launched with a research and development plan for making the process systematic.

Finally, the workplace is another setting where alternative evaluation methods are in use or under study. A prime example is the *Massachusetts Workplace Education Initiative*, a state-funded program that helps local partnerships of employers, unions, and education providers deliver workplace basic skills programs. The Initiative has recently concluded a pilot study based on open-ended interviews with management, supervisors, and union officials. In essence, the question asked was "What are the changes you have seen on the job [as a result of your literacy program to date] and what are you looking for?" The aim was to identify critical factors in evaluating the outcomes of workplace education. The findings, which include anecdotal information about what really matters to employers, will be used to shape a structured questionnaire for more formal evaluation. The plan is to extend the results of the pilot to all 25 programs of the Initiative in 40 workplace sites across the state.

"We have taken the attitude that employers are looking for hard, bottom-line dollar measurement," says Sondra Stein, Director of the Massachusetts Commonwealth Literacy Campaign, "but employers are smarter than that. What they're seeing are workers with better skills and morale, people who are more self-confident and able to work independently. They're seeing changed behavior on the work floor and they're saying that's what they're looking for, not test results on paper. What we're learning is that companies are understanding quality of work-life issues."

"Ironically," notes Susan Lytle, "the workplace may well lead the way in the development of alternative assessment procedures. It is there that literacy assessment is most closely tied to the functions and purposes of the setting. Assessment is about the meaningful use of literacy in a context; it's not an abstract matter."

Promising alternative assessment work is being done in other workplace settings too numerous to include here. They range from community colleges in partnership with one or more local businesses (e.g. Gateway Community College working with Honeywell in Phoenix), to such industry-wide efforts as that involving the UAW, Ford Motor, and Eastern Michigan University, to the work of Cox Educational Services with several major corporations and public-sector employers around the country.

Perhaps A Blessing In Disguise

While the federal call for standardized assessment in ABE and ESL is objectionable to many, others take it as good news, as a sign that adult basic education may be coming of age. Marginal affairs can get by without much scrutiny, they say, but demands for accountability always go with significant resource investments.

That the field of assessment is in ferment is also good news. A decade ago there was little attention to the subject. Today there is not only interest, but considerable searching, experimentation, and variety in actual practice. The notion has taken root that service providers should be showing evidence of program effectiveness. We are certainly more attuned to the diverse purposes of assessment and the need for different testing instruments for different purposes. We have begun to understand that assessment is more than testing, that what can be learned from giving a standardized test is but part of the story. We have made progress in the development of better standardized tests, but we have also grown more sensitive to their limitations (especially to those normed with children and used on adults). At the same time we have a growing movement toward alternative assessment, characterized by the fact that it is non-standardized.

So the trend is definitely on a positive track. At the same time, however, it is daunting to consider the formidable challenges that face us. To highlight just three:

- There is clearly a tremendous need for research and demonstration to develop a deeper professional knowledge about assessment and the role and use of standardized tests.

- Alternative assessment is a labor intensive activity requiring sophisticated training not presently available to people in the field. This suggests the need for advocacy, and for the development of training structures and programs that move toward professionalizing the entire adult literacy field.

- In literally hundreds of local general and workplace programs around the country, assessment is being carried on quietly and out of the public eye, much of it growing informally out of day-to-day practice. No one knows what the accumulated experience adds up to and how it can be used to guide the field. We need mechanisms for collecting and distilling this information.

• • • • •

In the course of preparing this article, BCEL spoke with a number of leading figures in the literacy community. We wish to thank them, and especially the following individuals, for their assistance.

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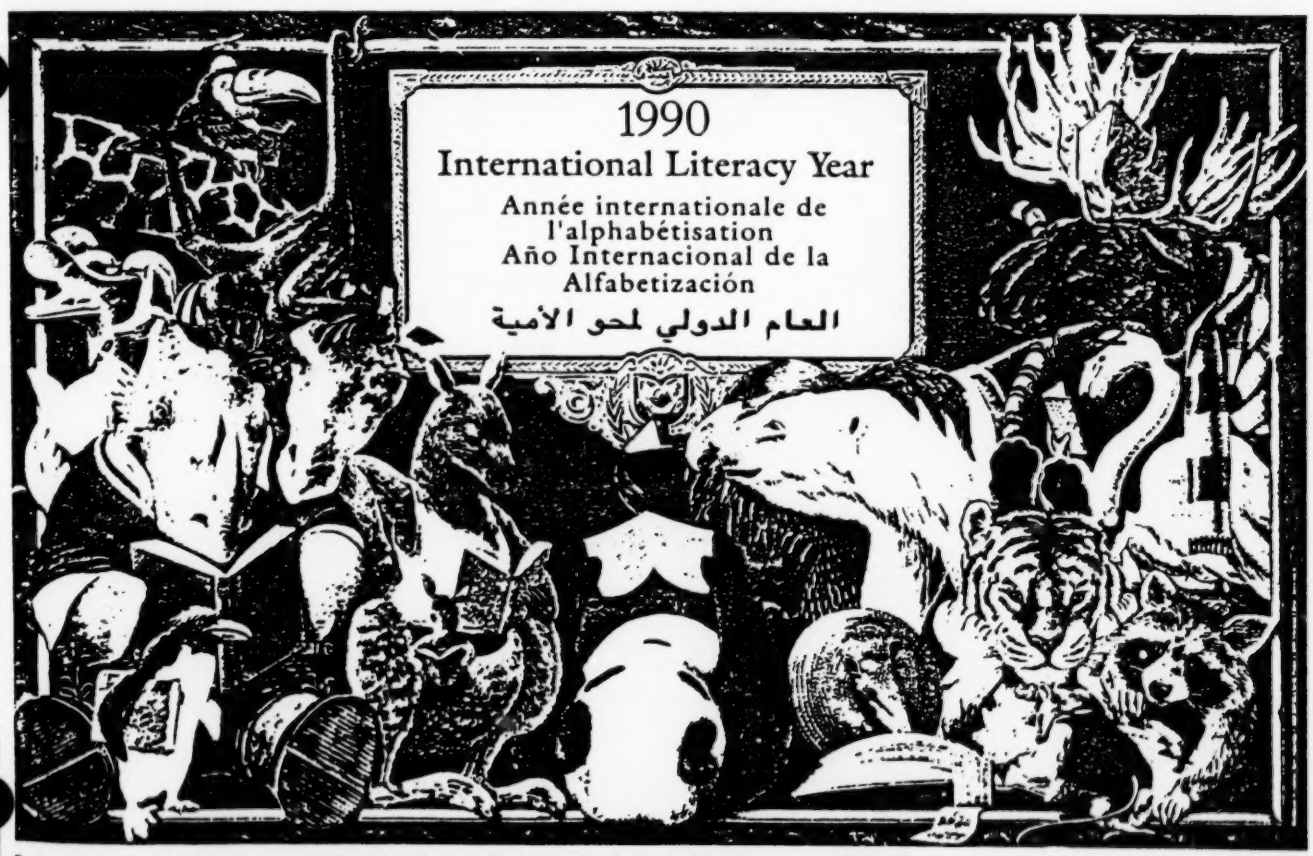

Poster depicting the animals of the world getting along together because they can read. By Graeme Base, Australian children's book author and illustrator. Available for $6 (cite stock #523) from ALA Graphics, American Library Association, 50 East Huron Street, Chicago, IL 60611, 800-545-2433. Orders less than $20 must be prepaid.

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Learner-Friendly Assessment: A Workplace Model

by Joyce Jackson and Ruth Schwendeman

In late spring of 1991, a central Massachusetts manufacturing company and Worcester's Quinsigamond Community College (QCC) began to plan a workplace education program that would serve a large population of limited English speakers, many of whom had been at the company ten years or more. The company wanted a program that would not only serve a training need but would also be seen as one of the many benefits available to its employees. It was paramount that the classes be offered in a non-threatening way–that these valued workers would understand there was absolutely no risk of loss of jobs attached to their participation.

In designing the assessment and placement process, we sought to maintain and expand this goal. We believed that learner input from the inception of the program was essential for building a climate of openness and trust desired by the company. We felt that standardized tests would not, with any validity, address either the academic or affective skills of the population. As in the alternative assessment work of Elsa Auerbach and Susan Lytle, we sought to develop an intake process that would be participant friendly and which would yield information about learner abilities, interests, and uses of literacy in day-to-day life.

Climate Building

Two pre-assessment activities helped to set the stage for the individual assessment process. A task force made up of instructional staff and respected non-supervisory workers (limited English speakers as well as native English speakers) was briefed on the proposed new classes. As a means of recruitment, members of the task force were asked to share this information with their co-workers. Interested parties could then respond by signing up for the second activity, an informational group meeting where more details about the program would be presented. We expected around 50 workers to respond, but nearly 90 people signed up!

> *"We believed that learner input from the inception of the program was essential for building a climate of openness and trust desired by the company."*

Fifteen group meetings of approximately six employees and a QCC representative were conducted, each lasting 30 minutes. At these

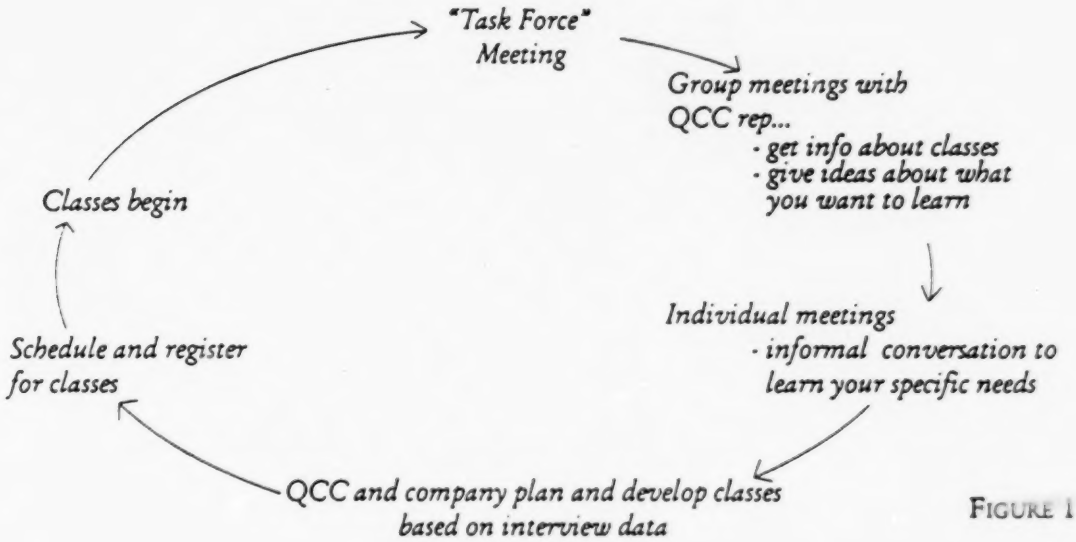
"Task Force" Meeting
Group meetings with QCC rep...
- get info about classes
- give ideas about what you want to learn
Individual meetings
- informal conversation to learn your specific needs
QCC and company plan and develop classes based on interview data
Schedule and register for classes
Classes begin

FIGURE 1

meetings, we explained the company's involvement with QCC and outlined the remaining interview and planning steps. We asked each group what they wanted to learn and what they thought their educational needs were. It was our intention to create a relaxed environment and to alleviate any fears or reservations employees may have had. We reassured groups that this educational program was entirely voluntary, was an additional benefit being offered by the company, and would not have an impact on jobs in any negative way. General information about the nature of the classes was given and sign-up forms were made available for individual assessment interviews. The schematic above was used in large form as a visual during the meetings, and was reduced and given as a handout so that the employees could think privately about the process and make a decision about participation. (see Fig. 1)

Though the one-on-one meeting was to be the major assessment activity, along the way in the task force and group meetings we were able to informally assess the population. What was especially useful from the meetings was the input we gained from the employees about their language goals and the kinds of language skills required by their jobs and home lives. Also, we began to get to know each other, which was helpful once the interviews got underway. Interviewees were relaxed because they saw a familiar face across the table.

The Interview

The interview followed a specified format, and used standardized intake forms (see Fig. 2 and Appendix 5). We made certain, however, that the workers understood what we planned to ask and how the information would be used. We tried to write as little as possible, attempting instead to make the event more of a conversation, with the participants identifying their own

instead to make the event more of a conversation, with the participants identifying their own goals for language improvement. Questions focused on the employees' educational background, as well as on their current literacy activities at home and at work.

To assess reading skills, we offered a selection of materials, allowing readers to choose any piece they felt most comfortable reading silently or aloud. We followed with a brief discussion to check comprehension. If the participants so chose, a second selection could be made. (The readability levels of the selections had been preestablished, though no such identification appeared on the selections.)

To assess writing skills the workers were first asked to fill in a simple form requiring name, address, and other basic information. A second writing task asked the workers to compose a brief paragraph in response to a variety of possible writing topics, i.e., a note to their child's teacher, a phone message, etc. If the writers felt unable to complete this task, they were not required to attempt it. To maintain the non-threatening atmosphere and to preserve the learners' self esteem, occasionally the interviewers dictated a simple sentence if the learners were unable to generate one alone. In some cases, it was helpful for the interviewers to leave the room briefly while the interviewees wrote, making the writers feel less conscious about being "watched" while composing.

A final but essential step was to discuss the worker's placement in a class. Given the possibility of three ESL levels, the learners were asked where they would feel most comfortable. This interchange allowed the learners to be part of their own assessment, to take stock of their own skills. The interviewers also offered input on the subject, but made sure the final determination reflected the judgement of both parties.

Once the interview was complete, we again advised learners of when the program would begin and answered any questions that arose. Using the guideline, "listen now and write later," the interviewers determined 1) the skills students already had, 2) target areas for skills improvement, 3) problem areas, 4) student-identified objectives, and 5) a mutually agreed upon class level.

Results

We shared all the interview information with teachers in the program, and their curriculum planning mirrored the ability levels determined in the interviews.

This assessment procedure met our goals of

BACKGROUND CONVERSATION

WHERE ARE YOU FROM? _____

HOW LONG HAVE YOU BEEN IN THIS COUNTRY? _____

DID YOU COME DIRECTLY TO THE WORCESTER AREA? _____

DO YOU HAVE FAMILY HERE? _____

CHILDREN____ AGES _____

EMPLOYMENT

DID YOU WORK IN YOUR COUNTRY? __ ____ WHAT KIND OF WORK? _____

WHAT KIND OF WORK DO YOU DO AT _____

CAN YOU DESCRIBE SPECIFICALLY, YOUR JOB? _____

_____

EDUCATION

DID you go to school in your country?_____ How many years?_____

What was school like in your country? Did you enjoy it? _____

Have you ever gone to school in the United States? _____

Are you teaching your children your own native language? _____

Have you ever taught anything else, like sewing, cooking, driving, sports? _____

What made you decide that you'd like to come to classes now?

_____

Do you know specifically what you'd like to learn?_____

_____

How do you think learning to read or write better will help you in life? _____

_____

What does your family think of this? _____

What do you do when you have trouble reading or writing something? (Does someone help the person?)

at home_____

at work_____

LANGUAGE

Do you read or write in your own language? _____

Is this easy or difficult for you?_____

What do you read in English. . . . the phone book _____ coupons bottles _____ grocery ads_____ menus_____ newspaper _____ magazines_____

FIGURE 2

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and tools have since been used at two other sites, and we are working to replicate the process throughout Quinsigamond's Workplace Education program. At one location, a large high-tech company, the procedure was employed under somewhat different circumstances. We used the alternative assessment format to supplement standardized placement test information previously gathered. In doing so, we were able to expand our picture of learner abilities and needs and to involve learners in self-assessment and the goal setting process.

At another site, a medium-sized tool manufacturing company, the format was used to determine the skills of a multi-leveled, native and non-native English speaking population. Information gained from the assessment process was then used to develop the pilot workplace education class at the company. In this instance, the assessment process provided a good generic tool for assessing a wide range of learner needs and abilities both ESL and ABE. Participants at this company came into the interview with a fair amount of anxiety about "going to school," but appeared to leave the assessment in a more relaxed state and with a positive attitude toward the program.

At the original location, we were fortunate to have many activities where learner input could be elicited and where informal assessment could take place. We learned that providing several opportunities for learner "buy-in," strengthened the participant's commitment to the program from inception to completion. Given the constraints of individual companies to allow for generous allocation of employee release time to attend several meetings, we realize that is not always possible. Even without such substantial initial release time, we did find that this basic alternative assessment format proved to be useful and adaptable. We do not say that it offers hard, quantitative data. That was not our goal. We felt that affective needs as well as academic skills should be addressed and that this procedure allowed us to include those elements in an initial evaluation process.

The assessment is learner friendly. It relieves much of the anxiety learners feel when they hear the word "assessment." We are still fine-tuning the process. We'd like to get beyond the stage where all ESL learners say, "I need to learn to spell," to a situation where they/we can better identify their strengths and needs. We want also to begin work on interim progress assessment tools that bear the same characteristics as the initial assessment format, helping learners to clearly articulate what they have learned, and what still needs work. The alternative assessment process is preparation for the learner-centered, cooperative learning and self-assessment model of instruction currently in use at QCC.

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QCC. INITIAL INDIVIDUAL INTAKE ASSESSMENT

TO THE INTERVIEWER

The intake assessment procedure should be conversational, casual and comfortable for the student. The purpose is to put the student at ease while getting a sense of his/her strengths, interests, goals and needs. We would like to derive baseline data about the student's proficiency with language, that is, what he/she can already do with the language and literacy, what he/she thinks about it and what his/her goals may be.

DO:

- exchange information
- find out about students' oral, written and reading abilities
- record information pertinent to development of curriculum materials for Astra
- elicit student views of personal uses of language and literacy
- write as little as possible during the conversation
- allow student to choose reading selection

MAKE AVAILABLE:

- Real Life English Levels I-IV
- company related reading material
- graded reading selections for levels IV-VIII
- newspaper insert flyers, catalogs, newspaper
- for non-readers, include form "Profile for New Readers"

QCC INDIVIDUAL INTERVIEW

NAME_____

BACKGROUND CONVERSATION

WHERE ARE YOU FROM? _____

HOW LONG HAVE YOU BEEN IN THIS COUNTRY? _____

DID YOU COME DIRECTLY TO THE WORCESTER AREA? _____

DO YOU HAVE FAMILY HERE? _____

CHILDREN_____ AGES _____

EMPLOYMENT

DID YOU WORK IN YOUR COUNTRY? __ ____ WHAT KIND OF WORK? _____

WHAT KIND OF WORK DO YOU DO AT . _____

CAN YOU DESCRIBE SPECIFICALLY, YOUR JOB? _____

_____

EDUCATION

Did you go to school in your country?_____ How many years?_____

What was school like in your country? Did you enjoy it? _____

Have you ever gone to school in the United States? _____

Are you teaching your children your own native language? _____

Have you ever taught anything else, like sewing, cooking, driving, sports? _____

What made you decide that you'd like to come to classes now?

_____

Do you know specifically what you'd like to learn?_____

_____

How do you think learning to read or write better will help you in life? _____

_____

What does your family think of this? _____

What do you do when you have trouble reading or writing something? (Does someone help the person?)

at home_____

at work _____

LANGUAGE

Do you read or write in your own language? _____

Is this easy or difficult for you?_____

What do you read in English. . . . the phone book _____

medicine bottles _____ grocery ads_____ menus_____

newspaper _____ magazines_____

What do you have to read at work?_____

What do you already know how to write?

checks_____ note to school_____

application forms_____ things at work_____

Please fill out this information

NAME_____

ADDRESS_____
(street) (city) (state) (zip)

PHONE NUMBER _____

DEPARTMENT_____ SHIFT_____

Choose one writing topic. Write three or four sentences

(1) A note telling your child's teacher that he or she is sick and cannot come to school.

(2) Phone message for your wife/husband/friend.

(3) A post card to a friend while you are on a trip.

(4) A letter to your landlord complaining about something.

(5) A typical work memo.

_____

_____

_____

_____

_____

_____

READING

CHOOSE A READING PASSAGE

READING SAMPLE TITLE_____

WHAT WAS THIS PASSAGE ABOUT? _____

_____

_____

_____

WAS THIS EASY OR DIFFICULT FOR YOU TO READ? _____

IF A SECOND SELECTION IS MADE, ASK SAME QUESTIONS

IS THERE ANYTHING YOU DID WHILE YOU WERE READING TO HELP YOU IN TRYING TO UNDERSTAND THIS PASSAGE?

_____

_____

_____

IF THERE WERE 3 LEVELS OF CLASSES, WHERE WOULD YOU BE MOST COMFORTABLE? _____

ARE THERE ANY SCHEDULING PROBLEMS WE CAN ASSIST YOU WITH?

_____

PROFILE FOR NEW READERS

_____ I can read my name.

_____ I can get around on the bus or by car using the route numbers.

_____ I can read clothing labels.

_____ I can read labels in the supermarket. Labels I can read are:

_____ I can read telephone numbers.

_____ I can read some street signs. For example:

_____ I can read supermarket receipts.

_____ I can read some things on a menu in a restaurant. For example:

_____ I can read some memos and other papers I use at work. For example:

_____ I can also read:

Name:

Date:

THIS WAS A REVISION OF THE ORIGINAL INTAKE ASSESSMENT FORM AND WAS USED WITH A MIXED GROUP OF NATIVE AND NON-NATIVE SPEAKERS AT A SMALL MANUFACTURING COMPANY.

WORKPLACE EDUCATION INDIVIDUAL INTERVIEW PACKAGE

To the interviewer:

The intake assessment procedure should be conversational, casual and comfortable for the student. The purpose is to put the student at ease while getting a sense of his/her strengths, interests, and needs. The process should allow you to derive baseline data about the student's proficiency with reading and writing skills, what he or she thinks about these skills and what his/her goals may be.

-Exchange information.
-Find out about the student's oral skills , as well as, his/her reading/writing skills.
-Record information pertinent to the development of work-related curriculum.
-Elicit the student's views on personal uses of language and literacy skills.
-Write as little as possible during the conversation.

READING SELECTIONS

To the interviewer:

Make all selections available to the student. The selections should be increasingly more complex. Choose no more than three or four selections. You may consider using flyers, catalogs or newspapers for some of the lower level readers. If you are working with a student who does not read at all, please use the *"Profile for New Readers"*.

Steps in Process:

1) Ask the student to choose a reading passage.

   Reading Sample Title:_____

2) Ask "What was this passage about?" (Note response. Use other side if necessary.)

3) Ask "Was this easy or difficult for you to read?" (Note response. Use other side if needed.)

4) Ask " Is there anything you did while reading this passage to help you in trying to understand it better? (Note response. Use other side if needed.)

WORKPLACE EDUCATION INDIVIDUAL INTERVIEW PACKAGE

BACKGROUND CONVERSATION

Name:_____

Personal Information

Where do you live?_____Where you born there?_____

Do you have a family?_____

If yes...How many children?_____Ages?_____

Employment History

What kind of work do you do at ...s:?_____

How long?_____Can you describe your job more specifically?_____

_____

Have you ever worked anywhere other than ...?_____If so, where?_____

What did you do there?_____

Prior Education

Where did you do to school?_____

What was the highest grade you completed?_____Did you enjoy school?_____

Have you taken any other special courses or training programs since then?_____

If so, where and for what purpose?_____

What made you decide that you'd like to come to classes now?_____

_____

Do you know specifically what you would like to learn?_____

_____

How do you think learning to read and write better will help you?_____

_____

What do you do when you have trouble reading or writing something?_____

_____

At home or outside of work?_____

At work?_____

What kinds of material do you read now?_____

At home?_____

At work?_____

What kind of material do you have to write now?_____

At home?_____

At work?_____

What do you hope to accomplish by the end of the 15 weeks?_____

_____

_____

****

Please complete this information.

Name:_____

Address:_____

_____

Telephone number:_____

Department:_____Shift:_____

WRITING SAMPLE

Directions: Choose one writing topic. Write three or four sentences.

1) A note telling your child's teacher that he or she is sick and cannot come to school.

2) A phone message for your friend.

3) A post card to a friend while you are on a trip.

4) A letter to your landlord complaining about something.

5) A typical work memo.

Portfolio Assessment in Family Literacy Programs

by Barbara Van Horn, Institute for the Study of Adult Literacy

Traditionally, changes in literacy skills have been measured through the use of standardized, norm-referenced tests. While these tests are of some value in comparing state or national data, they are of limited value to the teacher or to the adult learner in a family literacy program. In the past few years, interest has grown in the use of alternative assessments, such as criterion-referenced, competency-based, and curriculum-based assessments which more clearly assess the learner's progress against specific indicators or against the curriculum.

Portfolio assessment is an alternative performance assessment that has promise as an effective approach to tracking changes in literacy skills for adult learners. Portfolio assessment provides a system for evaluating the results of various alternative assessments (such as observations, self-ratings, writing samples, and cloze tests) as well as the results of norm-referenced tests to make instructional decisions and to track progress toward both individual and programmatic goals. Key to the successful use of portfolio assessments with adults is the active involvement of the adult learner through each step of the process—from determining portfolio contents through deciding procedures for evaluating these collections.

Portfolios may be particularly effective for several reasons:

- Portfolio assessment requires active and ongoing participation by the learner in evaluating the contents of his/her portfolio. Adult learning theory indicates that active involvement in the learning process is essential in developing self-esteem and skills necessary for self-directed learning.
- Successful portfolio assessment depends on the ongoing communication between the instructor and the learner in evaluating the portfolio contents. This communication also fosters a climate of mutual inquiry and encourages participants to take responsibility for their own learning.
- Portfolio assessments are useful in illustrating relatively minor changes in literacy skills. This is particularly important in working with adults reading at the lowest levels and those with limited English proficiency.

Portfolios can be an effective way to assess adult learning; however, instructors should be aware of several drawbacks to using portfolios. This type of assessment does not replace the use of norm-referenced tests since the portfolio contents are unique to the individual. Generally, portfolios are used in addition to norm-referenced assessments that are required by many funding agents. In addition, while instructors need to outline benchmarks that can be used to evaluate portfolio contents, it is not likely that the instructors will find "canned" benchmark examples that will serve their learners' specific needs or the requirements of the instructional program. Instructors will have to construct reliable examples that illustrate various levels of achievement. Finally, portfolio assessment is time-consuming. Instructors must work with learners to determine the portfolio contents and how it will be evaluated. They also must meet with each learner on a regular basis to review and evaluate the portfolio. Program developers considering the use of portfolios, therefore, should include sufficient time in their instructional plans to accommodate the requirements of this promising approach to assessment.■

PRINCIPLES OF GOOD PRACTICE FOR ASSESSING STUDENT LEARNING

Developed under the auspices of the AAHE Assessment Forum

American colleges have a long history of grading and certifying student work. The more recent practice of *assessment* builds on that history by looking at student achievement not only within courses but across them, asking about cumulative learning outcomes. As a systematic process of gathering, interpreting, and using information about student learning, assessment is a powerful tool for educational improvement.

Today, hundreds of colleges and universities are doing assessment, at the classroom, program, and institutional levels. The practice has become a universal expectation for accreditation and a frequent object of state mandate; nine out of ten institutions now report that they have some type of assessment activity under way. Along the way, a "wisdom of practice" has emerged; the nine principles that follow constitute an attempt to capture some of that practical wisdom.

A Vision of Education

What, more specifically, is the intent of this document? We hope, first, that campuses will find these principles helpful for examining current practice and for developing and discussing their *own* principles. Further, we hope that the principles here will support campus assessment leaders in their work with the administrators, policymakers, and legislators who often set the conditions that determine whether assessment will lead to real improvement. This second purpose seems especially important given the current national debate about educational standards, testing, and accountability; the links between assessment and improved student learning must not be lost in this debate.

The core value behind this document is the importance of improving student learning. Implicit in the principles that follow is a vision of education that entails high expectations for all students, active forms of learning, coherent curricula, and effective out-of-class opportunities; to these ends, we need assessment — systematic, usable information about student learning — that helps us fulfill our responsibilities to the students who come to us for an education and to the publics whose trust supports our work.

The authors of this statement are twelve practitioner-students of assessment as it has developed on campuses and to some extent at the K-12 level. We know that no one best way exists for the doing of assessment, but effective practices have things in common. We hope you'll find this statement helpful.

December 1992

This document was developed under the auspices of the AAHE Assessment Forum, a project of the American Association for Higher Education, with support from the Fund for the Improvement of Postsecondary Education. It builds on earlier efforts, by campuses and other groups, to articulate guidelines for assessment's practice; its intent is to synthesize important work already done and to invite further statements about the responsible and effective conduct of assessment.

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PRINCIPLES OF GOOD PRACTICE FOR ASSESSING STUDENT LEARNING*

1 The assessment of student learning begins with educational values.

Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2 Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3 Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations — these derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4 Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way — about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5 Assessment works best when it is ongoing, not episodic.

Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the progress of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6 Assessment fosters wider improvement when representatives from across the educational community are involved.

Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7 Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.

Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8 Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9 Through assessment, educators meet responsibilities to students and to the public.

There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information. our deeper obligation — to ourselves, our students, and society — is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

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MASSACHUSETTS WORKPLACE EDUCATION INITIATIVE
NATIONAL WORKPLACE LITERACY PROGRAM

DRAFT

Possible Quality Indicators, Processes, and Outcomes

The information in the chart below stems from past evaluations of workplace education programs in the Massachusetts Workplace Education Initiative and the SABES Checklist of Indicators of Program Quality. As the information is removed from its context for the purpose of giving an overview, it is key to analyze it critically in order to determine whether or not it may apply to your program.

PROCESSES

By *processes* we mean all the components of a program that have been developed or put into place to achieve the goals and objectives. Processes are the answers to the question: What have we done or established in order to achieve our goals ?

COMPONENTS/PROCESSES	DESCRIPTION, EXAMPLES, POSSIBLE INDICATORS OF QUALITY
Articulate Philosophy of Program	clear mission statement, goals, and approach/educational philosophy
Develop and Implement Outreach and Recruitment Plan	plan for active recruitment in company with strategies and materials appropriate to linguistic and ethnic diversityof workplace; clear statements of what program does and doesn't do
Provide Orientation	activities to orient potential participants, supervisors, and other company personnel to program

COMPONENTS/PROCESSES	DESCRIPTION, EXAMPLES, POSSIBLE INDICATORS OF QUALITY
Establish Intake Procedures	appropriate assessment and goal setting with learners; referral system that links learner through program with (more) appropriate training or education opportunities
Design and Implement Initial Assessment Activities	assessment of skills related to learner goals; assessment related to curriculum; assessment is non-threatening and confidential; assessment is at convenient times and policies are in place that facilitate participation; bilingual assistance is available if needed; assessment results in Individual Education Plan; mechanism in place to share results with learners and teachers; assessment results inform placement, curriculum development, instruction; assessment results inform referral and identify need for support services;...
Develop Curriculum Including Basic Skills Analysis, Goal setting, etc.	curriculum development process is documented/can be articulated by partners involved; curriculum development draws on learner need, ability, and interest; curriculum is contextualized; ...
Select Appropriate Learning Arrangements (e.g. group instruction, computer-assisted learning, etc.)	selection of learning arrangement is based on partnership need, preferences, and resources; content is based on learner goals, interests, and needs; methods, activities, and materials are appropriate for adults and reflect the workplace; classes are scheduled at times that all interested participants can attend; ...
Develop On-Going Assessment Procedures	documents learner progress toward their goals; takes place between learner and teacher; is based on clear benchmarks;...

COMPONENTS/PROCESSES	DESCRIPTION, EXAMPLES, POSSIBLE INDICATORS OF QUALITY
Ensure Support Services	program provides necessary support services (e.g. counseling, transportation, childcare, bilingual assistance etc.) or links learner through program with support services in community;
Selection of Qualified Staff/ Optimal Use of Staff Skills/Staffing Pattern that Meets Needs	clear job descriptions; staff selection reflects communities of participants; adequate supervision and evaluation; clear policies; opportunities for growth; ...
Provide Staff Training and Development Opportunities	pre-service orientation for staff; opportunities for staff to attend staff development activities; ...
Use of Systematic and Collaborative Approach to Program Planning, Evaluation, Monitoring, and Management	has an active Planning and Evaluation Team; holds regular Planning and Evaluation Team meetings; has a program development/implementation plan; has mechanisms to solicit learner, supervisor, manager, and labor input; has an orientation for team members; has clearly defined roles, responsibilities, and decision-making processes; has documented interagency agreements; has links with other programs; has clear policies for attendance, release time, etc.; has on-going and participatory evaluation process that uses both qualitative and quantitative data to look at learner progress, program components, and organizational changes; conducts operations research; ...
Establish Tracking/Reporting Mechanisms	identifies and collects baseline information for future reference and use; has ways to document learner progress; tracks workplace demographics, applications, enrollments, attendance, outcomes, and waiting lists; ...

COMPONENTS/PROCESSES	DESCRIPTION, EXAMPLES, POSSIBLE INDICATORS OF QUALITY
Establish Clear Procedures for Fiscal Management	tracks budget by funding source (e.g. release time); has accurate record systems; prepares and submits reports in a timely fashion; ...
Provide Appropriate Facilities and Resources	has adequate furnishings and space; has sufficient supplies; is handicapped accessible; is clean, well-lit, and ventilated; has photocopier, typewriter, or PC; ...
Conduct Follow-Up/Exit Activities/Link Program with Other Opportunities for Further Learning and Training	has ways to support learners in next steps; has established links between program and further education and training; has system to contact learners after they complete/exit the program to determine reason for withdrawal and/or to track learner progress; ...
Other	

OUTCOMES

By *outcomes* we mean all the results or changes -- both anticipated and unanticipated -- that a program has brought about. Outcomes can be positive as well as negative. Different kinds of impact of a program (e.g. on people, organizations, and society at large) are part of outcomes. Outcomes are the answers to the question: What changes has our program brought about ? Below is a list of outcomes that were identified by workplace education programs in the MWEI.

Examples of Learner Outcomes	Examples of Program Outcomes	Examples of Organizational Outcomes Brought About With Help of Program	Other Outcomes
Improved Basic Skills: improved oral communication skills, improved reading and writing skills, improved interpersonal and team skills, improved math skills, improved ability to learn, improved ability to maintain self-esteem and self-manage, improved ability to use computers for work-related purposes, ...	Partnership Ability to Plan, Implement, Evaluate, and Monitor Workplace Education Programs: recruitment, orientation, intake, initial and on-going assessment, curricula, instruction, evaluation, ...	Improved Productivity: decreased number of rejects, reduced error rate, more accurate documentation of work forms, reduced amount of waste/scrap, reduced amount of downtime for machinery, higher piecerate, decreased amount of time spent interpreting, increased ability to crossschedule, reduced turnover rate, reduced dependence on temps, reduced training costs, ...	Increased (reported) community participation

Improved Self-Esteem/Self-Confidence: **increased number of instances where participants speak up, ask questions, make suggestions, ...**	**(Degree of) Institutionalization of Program**	**Improved Quality:** **reduced number of customer/client/patient complaints, increased amount of positive interactions between workers and supervisors and workers and customers/clients/patients, ...**	**Increased number of learners seeking further training and education opportunities in the community (e.g. # of enrollees)**
Improved 'Promotability'	**Program and Curriculum Documentation:** **program descriptions, reports, course outlines, materials, ...**	**Improved Safety:** **reduced number of accidents, ...**	
Renewed Interest in (Further) Learning	**High participation (% of employees who could benefit from program), attendance, and retention rates, ...**	**Use of Successful Program Components in Other Areas:** **adopt team approach, ...**	

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Increased understanding of production or service delivery process and own role	...	Improved Employee Involvement: increased number of employee suggestions to improve process, product, and policies; increased voluntary participation in company activities, increased number of applicants for further education, training, and job advancement within the organization, ...	
...	...	Improved Awareness and Appreciation of Cultural Differences	

INDICATORS

By *indicators* we mean signs or benchmarks that show that a program is on its way to achieving its goals, how far the program has gone, and how far it still has to go. Indicators can be defined in a variety of ways. Common ways are to define indicators in terms of impact, effort, efficiency, relevance, quality, accessibility, utilization, sustainability, and side effects or unanticipated outcomes. Indicators are the answers to the question: How shall we notice that we are coming closer to achieving our goals ? Very often indicators of quality or success are used as general categories to summarize more specific ones. In many instances programs consider the establishment of certain program processes or components as indicators of quality or as benchmarks that show that the program is on the right track.

Indicator Of ...	Description	Example
Impact	Shows that program is making a difference	Increased number of employee suggestions
Effort	Shows how much and what is invested (time, money, people, materials, etc.)	Amount of release time
Efficiency	Shows if resources and activities are put to the best possible use	Cost per participant
Utilization	Shows to what extent your program activities are being used	Number of participants
Accessibility	Shows whether all employees who need your program can access it	Release-time policy
Relevance	Shows that what you do is responsive to needs of learners and workplace	Contextualized curricula and materials
Quality	Shows the quality or standard/degree of an aspect of your program	Retention rates Class size Availability of support services

Sustainability	**Shows that the partnership has developed the ability and resources to continue and multiply the program on its own**	**Funding sources are identified** **Resources allocated based on savings**
Unanticipated Outcomes/ Side Effect(s)	**Shows which positive or negative changes were brought about that were not planned**	**Higher enrollment than anticipated** **Number of participants leaving the company to pursue opportunities elsewhere**
Other	...	...

WORKPLACE EDUCATION PROGRAM ORIENTATION
Making Connections
(Closing Activity*)

Directions: In pairs, complete the chart by using brief statements or phrases which reflect your thoughs and ideas.

PROGRAM COMPONENT	WHY IMPORTANT	HOW IT RELATES TO YOU, THE INSTRUCTOR
QCC Mission & Role		
Adult Learning Principles		
Guiding Principles Workplace Education		
Program Dev.		
Workplace Ed. Instructor: Role, Environment, Expectations		
The Workplace Ed. Staff: Project & Site Coordinator		
The Planning Team		
The Basic Skills Analysis		
Dev. of Teaching Materials		
Learner Assessment & Program Evaluation		